

**Carl D. Perkins Vocational and
Technical Education Act of 1998
P. L. 105-332**

Secondary Vocational and Technical Education

**10% State Reserve Grants
2004-2005 Project Descriptions**



**Wisconsin Department of Public Instruction
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Madison, Wisconsin**

Developed by
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Agriculture and Natural Resources Education

Funding Source	Type of Certificated Program		# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
A & NR	Employability Skills (SAE)		18	4	2	15
Fiscal Agent	Participating District	Contact Person	Request		Grant	
CESA #5	Columbus	Pam Hilleshiem-Setz	\$2,321		\$2,321	
Project Description				5-99052/R29-3		
There is an increasing need to improve the employability skills of students interested in pursuing careers related to large animals (i.e., dairy and horses). The Agriculture and Natural Resources department would like to develop an <i>Employability Skills Certificate Program (SAEs)</i> with an emphasis on large animals. Students would be supervised in work-based settings by the instructor. The student's SAE would be built around educational interests and career goals related to large animals (dairy and horses). Each FFA student would meet the related SAE proficiencies and the requirements of the WI Employability Skills Certificate Program. The classroom component of the SAE will be articulated with MATC.						

Funding Source	Type of Certificated Program		# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
A & NR	Employability Skills (SAE)		20	4	9	15
Fiscal Agent	Participating District	Contact Person	Request		Grant	
CESA #5	Wisconsin Dells	Pam Hilleshiem-Setz	\$3,056		\$3,056	
Project Description				5-990517/R29-3		
There is an increasing need to improve the employability skills of students interested in pursuing careers related to large animals (i.e., dairy and horses). The Agriculture and Natural Resources department would like to develop an <i>Employability Skills Certificate Program (SAEs)</i> with an emphasis on large animals. Students would be supervised in work-based settings by the instructor. The student's SAE would be built around educational interests and career goals related to large animals (dairy and horses). Each FFA student would meet the related SAE proficiencies and the requirements of the WI Employability Skills Certificate Program. The classroom component of the SAE will be articulated with MATC.						

Funding Source	Type of Certificated Program	# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
A & NR	Employability Skills (Plant Science)	40	10	10	10
Fiscal Agent	Participating District	Contact Person	Request	Grant	
CESA #6	Freedom	Melissa Kohn	\$40,897	\$40,897	
Project Description			5-99061/R29-3		
<p>This project will involve the use of <i>Employability Skills for Plant Science</i>. This will be accomplished in several courses, including Crops and Soils, Crops and Soils Co-op, Landscaping, Horticulture, and Forestry. In these various plant-related courses, hands-on practical learning will enhance the skills needed for today's world of work. The use of classroom training and supervision outside the classroom will provide for a better background in plant-related fields. The outside supervision will happen in conjunction with the national FFA program and the supervised agriculture experience provided through the FFA. This project will take various approaches to allow students to gain practical information that will allow them to become more proficient in the plant-related areas. From hands-on work in the greenhouse to computer-generated activities and simulations, to working in a wood lot, students will gain practical experience and Employability Skills certification for the future.</p> <p>Through the use of the greenhouse, students will get hands-on experience in producing various types of plants for many different agricultural-related applications. These applications include ornamental, landscaping, fruit and vegetable production, and some growing principles related to production agriculture. With these activities, students will become familiar with growing conditions needed for plants, soil requirements and conditions, and methods of plant propagation. Traditional forms of propagation will be looked at, such as germinating seeds as well as more advanced scientific approaches such as tissue culture, which is biotechnology application to agriculture. In the area of soils, ways to improve the soil and add amendments to the soil to the aquaculture lab will be investigated. Students will use worm castings produced from the vermiculture project to help improve the quality of the soil used to grow the plants. Students will also explore methods of growing plants without the use of soil through the means of hydroponics.</p>					

Funding Source	Type of Certificated Program	Fiscal Agent
A & NR	Employability Skills (Plant Science)	CESA #06
Project Description <i>continued</i>		5-99061/R29-3
<p>Students will grow crops such as lettuce, tomatoes, strawberries, and peppers. Students will also discover that some plants must be produced for a given time of the year. Students will learn management techniques and demonstrate the accounting for limitations. Not everything will happen in the greenhouse as students in the landscape area get involved in landscaping projects outside in the community. However, before a person can put in a landscape or maintain the scape that already exists, proper planning must be done before it is planted. This will be taught through the use of landscape design programs used with computers. Through the many related activities, the equipment and supplies purchased through this project will help teach the many related concepts to the area of plant production.</p> <p>The high school is presently articulating a plants and soils class as well as other advanced classes with either the statewide certification in the agriculture courses or through local articulation. This project will continue this articulation and more students are expected to be involved so increased articulation with more students is being predicted.</p> <p>The scans skills are already taught in the advanced classes, and more employability skills are going to be offered through this project in management skills. This fits into the Employbility Skills certificate program.</p>		

Funding Source	Type of Certificated Program	# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
A & NR	Plant Science CS, Employability Skills	30	8	10	30
Fiscal Agent	Participating District	Contact Person	Request	Grant	
CESA #11	Ellsworth	Nancy Graese	\$22,547	\$21,997	
Project Description			5-99114/R29-3		
The school district would like to implement a <i>Certified Skills Co-op in Agribusiness—Plant Science</i> .					
The high school has a new agriculture teacher. This young individual comes with a strong plant science background, having a B.S. in Agriculture Industries and Marketing with an emphasis in Crops and Soils; experience as an administration manager for Cargill; and is currently working on a masters degree in Agriculture Education. His passion for plant science and biotechnology courses is something the district would like to support as a strong agriculture education program is being built that will take the students into the future. The Certified Skills Co-op in Agribusiness will help contribute to a strong program.					
The high school currently offers an introductory Agriculture class exposing students to the various areas of Agriculture education and FFA. Courses in Plant Science, Horticultural Science, Soil Science, Environmental Science, Animal Science, Dairy Science, Companion Animals, Fish and Wildlife Management, Biotechnology, Small Engines, Agricultural Mechanics, and Ag Business Management complete the list of offerings. Although the list is extensive, current resources and activities are lacking to help students make the connection between concepts learned in school through the agriculture education classes and the contemporary world of agriculture-related careers and businesses. This project proposes the purchase of up-to-date resources to enhance current course offerings related to the Agribusiness-Plant Science certified skills co-op. These resources will help students meet competencies in the certified skills co-op program.					
The vision for an agricultural education program includes the addition of a greenhouse to the high school’s Agriculture Education					

Funding Source	Type of Certificated Program	Fiscal Agent
A & NR	Plant Science CS	CESA #11
Project Description <i>continued</i>		5-99114/R29-3
<p>program, having great potential for increasing real-life connections, and helping students meet competencies of the Plant Science skills standards co-op. Along with the teacher, the high school principal, guidance counselors, advisory committee members, including board members, community members, school-to-work coordinator, director of curriculum and instruction, and CESA #11 LVEC will be involved with the implementation of this project.</p>		

Funding Source	Type of Certificated Program	# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
A & NR	Plant Science CS	24	11	8	24
Fiscal Agent	Participating District	Contact Person	Request		Grant
CESA #11	Glenwood City	Nancy Graese	\$9,758		\$9,758
Project Description			5-99115/R29-3		
<p>The high school’s Agriculture & Natural Resources Education program is experiencing a state of change. A staff change ten months ago was the beginning of a transformation of the competencies taught, the courses offered,and the entire physical appearance of the A&NR classrooms. The new teacher, along with a new principal, appreciates the need for student learning to be offered at a different level. The instructor is incorporating agriculture and science principles that are essential for student learning. Plans are being made for the integration of A&NR principles and science concepts. This is a step taken years ago by many high schools. To effect this change, the instructor and principal are looking to add a greenhouse to the existing high school. The concepts and plans have been taken to the local school board, sharing that the first step is the proposal for 10% Perkins funding to support this plan. The teacher was encouraged by the verbal support received by the board of education. The local budget will assist financially. The local A&NR advisory committee is an active body and is providing support and input for this change process. The teacher plans to assist students in developing the supervised agriculture experience programs into <i>Wisconsin Certified Skills Co-op programs in Agribusiness-Plant Science</i>. The bonus for students in this development would be advanced standing credits with the Wisconsin Technical College System.</p> <p>The greenhouse will become a tool for learning within the horticulture course, and within elements of other courses that exist on the books. The greenhouse will provide a technological tool to enable students to put the concepts learned into action. The students will develop entrepreneurial skills as the students work on mini-business opportunities through the greenhouse facility. The teacher</p>					

Funding Source	Type of Certificated Program		# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
A & NR	Animal Science CS and YA		22	6	5	22
Fiscal Agent	Participating District	Contact Person	Request		Grant	
CESA #11	River Falls	Nancy Graese	\$17,476		\$17,476	
Project Description				5-99116/R29-3		
<p>will not seek competition with the local florist and greenhouse business. Rather, the two may work to further enhance the students' learning opportunities. A&NR education programs in CESA #11, as may be true around the State of Wisconsin, have been known for successful supervised agriculture experience programs. Few districts have offered the certification component within the program to enable students to earn the state certificates in work-based learning. Instructors involved in this project work will develop a plan to enable students to earn the state certificates in the <i>Animal Science Certified Skills Co-op</i> program and the <i>Youth Apprenticeship</i> program. Benefits to the students would be an opportunity to earn post-secondary credit while in high school, and at no additional cost, plus earn a certificate through the State of Wisconsin to enhance the student’s high school performance assessment portfolio.</p> <p>The first project goal is development of skills certified agriculture programs in the high school. The second project goal is developing an integrated process linking agricultural and scientific principles throughout the K-12 curriculum and working with interested elementary classroom teachers and academic content teachers in the middle school and high school. <i>Wisconsin DPI Standards for a Quality Program in Agriculture and Natural Resources Education</i> will be part of the project norms.</p> <p>The agriculture teacher is vocationally certified and currently has work-based experience programs. Through this project, the instructor will learn what is needed to help students achieve certification status in the the animal science area. The added benefit of advanced standing credit at the technical college campuses, or similar credit arrangements within the UW system, makes this proposal more meaningful for potential students and families, and also the communities in which students will live and work.</p> <p>Project support will be available for teachers to provide time and resources for curriculum development. Several venues will be</p>						

Funding Source	Type of Certificated Program	Fiscal Agent
A & NR	Animal Science CS and YA	CESA #11
Project Description <i>continued</i>		5-99116/R29-3
<p>organized in an attempt to provide options that will work best with the schedules of the various teachers involved. Options will include:</p> <p><i>School year support</i>—*CESA #11 workshop sessions; *Regional shareshops for teachers in the integration goal, and *Regional workshop sessions.</p> <p><i>Summer 2005 support</i>—Students will be supported during the school year as specific needs are identified. Anticipated needs that the project will organize and coordinate include: *credit support for post-secondary coursework; *integration of <i>Wisconsin Model Academic Standards</i>; and *regional student technology training.</p> <p><i>Communication support</i> networks will be organized to enable teachers to support and learn from each other. The project plan includes: ITV, Blackboard.com and teleconferencing, and will be open to other technology tools that the teacher may suggest. Communication links will be established for the teacher for sharing regional, state, and national updates related to the project goals.</p> <p><i>Coordinators</i> from CESA #11 will work with the school districts to insure the following elements are in place—*identification of students; *additional information of understanding for students and parents; *additional work sites as needed; *post-secondary credit articulation; *record keeping process for all aspects of certification program; *professional development for teachers related to teaching strategies and curriculum integration; and *appropriate classroom resources for teachers and students.</p> <p><i>Agriculture and Natural Resource Teacher Responsibilities</i>—*Assist with regional project informational sessions with CESA #11 coordinator; *Continuous communication; *Deliver articulated curriculum; *Assist with student identification; and *Assist with linking students and employer/mentor.</p>		

Funding Source	Type of Certificated Program	# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
A & NR	Animal Science CS, Plant Science CS	14	4	4	6
Fiscal Agent	Participating District	Contact Person	Request	Grant	
CESA #12	Bayfield	Fred Schlichting	\$50,000	\$50,000	
Project Description			5-99122/R29-3 (WITHDRAWN)		
<p>This project will establish an Agriculture vocational education program at the school district based upon the <i>Animal and Plant Science Certified Skills Co-op</i>. This Agriculture program plan focuses upon two major themes: horticulture with an emphasis on fruit growing; and aquaculture with attention to both the fish hatchery and fish farm sectors of animal science. These two curriculum priorities complement the community’s heritage and relate to present and future economic improvement and job opportunity in this Lake Superior peninsula community. This project will combine school and community resources to provide both classroom learning and on-the-job training and experience. Horticultural resources in this community include orchards and table fruit growers, the Ashland Agricultural Research Station, the UW Extension and local USDA office personnel. Major external aquaculture resources in this community include several commercial fishing enterprises, the Wisconsin DNR fish hatchery located on the south edge of Bayfield, the Red Cliff fish hatchery and proposed fish farm facilities three miles north of Bayfield, the UW-Superior Aquaculture Project, the U.S. National Park Service, and the University of Wisconsin Sea Grant Program. The aim of this school program expansion is to provide opportunity for 9-15 students to complete co-op training requirements that could lead to job certification in the area of plant and animal science agribusiness careers. It is anticipated that this new program will begin with attention to horticulture (plant science) and expand over a year period to include diverse aspects of fish science and commerce. Fish hatchery and fish farming enterprises are included in this plan for student involvement.</p> <p>1. Convene the Agriculture Advisory Council and develop a long-range strategic plan for the Agriculture education Program. 7/1/04 - 6/30/05</p>					

Funding Source	Type of Certificated Program	Fiscal Agent
A & NR	Animal Science CS, Plant Science CS	CESA #12
Project Description <i>continued</i>		5-99122/R29-3 (WITHDRAWN)
<ol style="list-style-type: none"> 2. Hire qualified Agriculture Education certified teacher with appropriate vocational education license. 8/1/04 3. Start FFA vocational student organization. 9/30/04 4. Recommend purchase of equipment needed for instructional classroom/laboratory/greenhouse. 11/1/04 5. Agriculture teacher develops course curriculum to include integration with academic and other vocational offerings in the district (for example FCE and food science/nutrition; Biology and Natural Resources Management; Business Education and Agricultural business operations); Establish partnership with various community organizations and private industry to establish co-op training programs; formalize articulation with Wisconsin Technical College System. 8/1/04 - 12/20/04 6. Begin classes for students. Anticipate three agriculture courses with an average number of nine students. Attached to each course will be appropriate vocational certified skills co-op in plant or animal science and/or supervised agricultural experience. Teacher's time will be scheduled for delivery of course sections, development of co-ops, oversight of supervised agricultural experiences, and expansion of FFA program. 1/25/05 (Second semester) 		

Funding Source	Type of Certificated Program	# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
A & NR	AG Production YA, Employability Skills	8	2	2	0
Fiscal Agent	Participating District	Contact Person	Request		Grant
Platteville	Dodgeville	Greg Quam	\$12,450		\$12,450
Project Description			5-43891/R29-4		
<p>The agriculture program has had the same course listings and curriculum for nearly 50 years. According to the records from the former Agriculture teacher, the program established the curriculum based on the needs of the Defense department in the 1940's. In fact, the Ag Mechanics curriculum was added at that time to prepare students for the needs of industry and in case of war.</p> <p>The School-to-Work Advisory Council, Career and Technical Education Department, and primarily, the Agriculture and Natural Resources instructor, spearheaded a complete overhaul of the current curriculum. The instructor proposed the curriculum changes which the Board of Education recently approved. The curriculum change in the Agriculture and Natural Resources department reflects current industry standards which will help the material align with the state standards and benchmarks. The curriculum change will fulfill the requirements for the <i>Wisconsin Employability Skills Certificate</i> and the specific skills requirements within the plant and animal sciences areas of the <i>Agriculture Production Youth Apprenticeship</i> programs. Program goals have changed and students change careers and jobs several times within a lifetime. It is necessary to teach students how to make each career and job transition a building experience until skills and talents can be rewarded. Through this curriculum change, these goals can be accomplished and make it easier for more students to complete these two state programs.</p>					

Funding Source	Type of Certificated Program	# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
A & NR	AG Production YA	3	1	0	3
Fiscal Agent	Participating District	Contact Person	Request	Grant	
Whitehall	Blair-Taylor	Delaine Stendahl	\$4,836	\$4,836	
Project Description			5-64262/R29-4		
<p>The purpose of this project is to implement a work-based learning experience for students who are interested in the field of agriculture and natural resources as well as young entrepreneurs with skills necessary to compete in a highly technological and ever changing workplace. The district anticipates enrollment of ten students participating during the implementation year of the project. These students include non-traditional students, students facing academic and economic challenges, as well as high achieving youth.</p> <p>Individual students with a high desire to become production agriculturists have been identified and this program will provide excellent motivation to become actively involved in designing an education program that fulfills these needs. Work placements for half of these students are already tentatively in place. The program is being proposed because of the effectiveness of Arcadia school district's pilot project this current year. The potential for this program to grow is great. With the area network of Agriculture and Natural Resource teachers, local LVEC, and administrative and community business interest, there will be ample support to assist in implementation and continuation of the program. The instructor will be assisted by the LVEC/Program Coordinator in completing necessary tasks and paperwork for students, such as, program applications, interviews and job placements, mentor training, education and training agreements, state reports, certificates, awards, banquets, etc. Seven of the ten students will be senior participants and the remaining students junior participants. This experience will allow the students to achieve academic attainment (1S1), to gain skill proficiency through classroom and workplace learning (1S2), to attain diplomas, and to complete the work-based learning content to attain the credential through DWD and DPI (2S1/2S2).</p>					

Funding Source	Type of Certificated Program		# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
A & NR	AG Production YA		10	3	4	10
Fiscal Agent	Participating District	Contact Person	Request		Grant	
Whitehall	Whitehall	Delaine Stendahl	\$4,836		\$4,836	
Project Description				5-64263/R29-4		
<p>The purpose of this project is to implement a work-based learning experience for students who are interested in the field of agriculture and natural resources as well as young entrepreneurs with skills necessary to compete in a highly technological and ever changing workplace. The district anticipates enrollment of ten students participating during the implementation year of the project. These students include non-traditional students, students facing academic and economic challenges, as well as high achieving youth.</p> <p>Individual students with a high desire to become production agriculturists have been identified and this program will provide excellent motivation to become actively involved in designing an education program that fulfills these needs. Work placements for half of these students are already tentatively in place. The program is being proposed because of the effectiveness of Arcadia school district's pilot project this current year. The potential for this program to grow is great. With the area network of Agriculture and Natural Resource teachers, local LVEC, and administrative and community business interest, there will be ample support to assist in implementation and continuation of the program. The instructor will be assisted by the LVEC/Program Coordinator in completing necessary tasks and paperwork for students, such as, program applications, interviews and job placements, mentor training, education and training agreements, state reports, certificates, awards, banquets, etc. The three students identified for this program are senior status in FY05. This experience will allow the students to achieve academic attainment (1S1), to gain skill proficiency through classroom and workplace learning (1S2), to attain diplomas, and to complete the work-based learning content to attain the credential through DWD and DPI (2S1/2S2).</p>						

Business and Information Technology Education

Funding Source	Type of Certificated Program		# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
BIT	Business CS		14	2	4	7
Fiscal Agent	Participating District	Contact Person	Request		Grant	
Beaver Dam	Beaver Dam	Patrick Lutz	\$4,279		\$4,279	
Project Description				5-03361/R29-5		
The Business Education department would like to re-establish the Business Co-op program after a five-year absence. The <i>Cooperative Education Skills Standards for Business and Information Technology</i> will be included in the Business Co-op program.						
The Business/Marketing department consists of two full-time business teachers and two full-time marketing teachers who are 70% marketing and 30% business. The department has undergone significant changes and updates within the last two years due to the retirement of two business education teachers with over 30 years of teaching experience. Curriculum has been added, updated, and modified. New textbooks have been purchased. Software and computers have been upgraded. Dual credit agreements with Moraine Park Technical College for four business education courses have also been formed. Course enrollment has seen an increase of over 100 students within the last two years and continues to grow. The <i>Wisconsin and National Business Education Standards</i> have been studied and the district continues to modify the curriculum to meet those standards.						
The following course offerings are currently offered in the Business Education department:						
Keyboarding						
Microsoft Word/PowerPoint—dual credit with MPTC						
Microsoft Excel/Access—dual credit with MPTC						
Web Page Design – new in 2002—dual credit with MPTC						
Advanced Technology Applications – new in 2004						

Funding Source	Type of Certificated Program	Fiscal Agent
BIT	Business CS	Beaver Dam
Project Description <i>continued</i>		5-03361/R29-5
<p>Business and Personal Finance – new in 2002—dual credit with MPTC Accounting Business and Personal Law Yearbook—new to department in 2003 International Business</p> <p>There is great pride in the present course offerings; however, one significant component is missing from the curriculum—a Business Co-op course, which incorporates the Cooperative Education Skills Standards in Business and Information Technology.</p> <p>The career and technical education program has established a strong bond with local businesses. Both Technology Education and Marketing Education have formed partnerships with local businesses through youth apprenticeship and co-op programs, and the Business Education department would like to be included in this partnership.</p> <p>A business and technology instructor will be teaching the Business Co-op class and will be working with local employers and students enrolled in the program. The School-to-Work Coordinator has also been very supportive with the changes made to the program and is very eager to see the Business Co-op program rejuvenated.</p> <p>The district would like to use the Carl Perkins 10% grant to update the existing Business Co-op curriculum to meet the new Cooperative Education Skills Standards. The last time the Business Co-op curriculum was written was in 1990; therefore, the existing curriculum does not address the new standards.</p>		

Funding Source	Type of Certificated Program		# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
BIT	MOS (Microsoft Word, Excel, and PowerPoint)		8	1	2	40
Fiscal Agent	Participating District	Contact Person	Request		Grant	
Central Westosha	Wilmot Union	Cindy Vaughn	\$13,343		\$13,343	
Project Description				5-50542/R29-4		
<p>Through this grant application, funds are being sought to update and improve curriculum for one course offered through the Business Education department and to establish the high school as an authorized testing center for persons wishing to become certified as a Microsoft Office Specialist (MOS).</p> <p>The curriculum for the Computer Applications course will be enhanced and made more relevant by providing students an opportunity to become certified as a <i>Microsoft Office Specialist (MOS)</i> using the latest version of Office software, Office 2003. For the past several years, the Computer Applications course has been offered through the Math department. In 2004-05, it will become part of the Business Education curriculum. There is great excitement to include this course; the need to modify the current curriculum to be relevant to the concepts and philosophy of a Business Education program and to align it to the DPI-prescribed standards is recognized.. By including three Microsoft Office computer applications, Microsoft Word, Excel, and PowerPoint, into the curriculum, the standards are being addressed and also skills that are critical for them to continue education at a post-secondary institution and to be competitive in the workplace are also addressed.</p> <p>The high school currently has an articulation agreement with Gateway Technical College. Through this agreement, students who successfully complete Computer Applications receive post-secondary credit. Because the agreement is with the school district and not discipline-specific, this agreement will continue.</p> <p>By combining post-secondary credit with the opportunity to become MOS certified, students are being offered a strong incentive to enroll in the Computer Applications course, as is evidenced by the 45% increase in course enrollment for the upcoming year. While</p>						

Funding Source	Type of Certificated Program	Fiscal Agent
BIT	MOS (Microsoft Word, Excel, and PowerPoint)	Central Westosha
Project Description <i>continued</i>		5-50542/R29-3
<p>the district is encouraged by this increase, it is recognized that not all students will be successful in passing the certification exam. The district has set a goal to have at least 20% of the students in the Computer Applications course to pass three MOS exams before the end of the 2004-05 year. By starting with this percentage, the district is confident that the number of students achieving MOS certification will steadily increase in subsequent years.</p> <p>To establish the district as an authorized testing center, it is necessary to remove all firewalls while the examination is being conducted. The computer lab is operated through the school network and the firewalls must remain enabled at all times. It will, therefore, be necessary for us to purchase two stand-alone, non-networked PCs on which to load and administer the test software.</p>		

Funding Source	Type of Certificated Program		# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
BIT	MOS (Word, Excel, PowerPoint, and Access)		30	6	20	30
Fiscal Agent	Participating District	Contact Person	Request		Grant	
CESA #3	Highland	Tom Martin	\$7,912		\$7,912	
Project Description				5-99031/R29-3		
<p>The school district currently offers a comprehensive business education program. For example, the Computer Applications course provides instruction and training in Microsoft Office Suite applications. In order to encourage and facilitate student attainment of challenging academic and technical standards, the school district would like to incorporate MOS (Microsoft Office Specialist) certification as a capstone achievement for its students. A student possessing the MOS certification will greatly increase employability skills, marketability, and future earnings capacity. MOS certification is globally recognized in business and industry as a standard for demonstrating expertise with the Microsoft Office Suite of business productivity applications (Word, Excel, PowerPoint, and Access). Participants of MOS programs have proven to become competent, productive employees, gaining credibilty among co-workers. Subject to the MOS grant, the district will strive toward offering each of the four certification areas within the next three years.</p> <p>By offering MOS certification, the school district will not only be able to enhance current offerings, but students will have the opportunity to gain advanced standing in technical college and university courses. Faculty and staff will benefit from these offerings by having the opportunity to become certified themselves as a part of perpetual professional development. Integration of these skills falls within preparation for PI-34 and the school district will become the model for integrating technology into education.</p> <p>The school district would then open the opportunity for obtaining MOS certification up to the entire community. By advertising in the local papers, the Shopping News, and district-wide newsletters, community members and the surrounding communities will become aware of this unique opportunity that will be offered.</p>						

Funding Source	Type of Certificated Program		# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
BIT	MOS		21	2	11	21
Fiscal Agent	Participating District	Contact Person	Request		Grant	
CESA #5	Pardeeville	Pam Hilleshiem-Setz	\$9,360		\$9,360	
Project Description				5-99059/R29-3		
<p>It is the intent of this project to design, develop, and implement a <i>MOS</i> certification program for students. Microsoft Office Specialist (MOS) certification, the premier Microsoft desktop certification, is a globally-recognized standard for demonstrating desktop skills. The MOS program is helping meet the demand for qualified and knowledgeable people in the modern workplace. Through this project, teachers and students will have an opportunity to demonstrate Microsoft Office skills by completing MOS certification exams in any application areas. These certifications would provide an opportunity for the school to update curriculum and to align to industry standards. Students would be able to enhance employment portfolios, earn weighted credit for high school business classes, and/or have a tool for testing out of a required course, and/or receive advanced-standing credit at technical colleges. The major components of this proposal include: 1) train Business Education teacher on MOS pre-assessment tool and explore the use of software in the classroom as a tool to assess students' ability to successfully pass up to two MOS certification exams, 2) develop course updates to instruct on MOS skills and encourage students to take certification exams, and 3) update current curriculum by including MOS and align to the WI Business Education standards.</p> <p>To make earning MOS certification a convenient and more feasible option for students, the school will be purchasing two dedicated computers to do onsite testing at the individual school. By providing testing at the school, there is a higher rate of sustainability of continuing MOS certification within the schools. The school can also become a testing center for community professionals and help to develop more business partnerships.</p> <p>The business education teacher who is also a part-time CESA 5 STW staff member has worked with previous MOS grants and will</p>						

Funding Source	Type of Certificated Program	Fiscal Agent	
BIT	MOS	CESA #5	
Project Description <i>continued</i>			5-99059/R29-3
<p>assist in implementing this grant project. This will include setting up training and overall facilitation and evaluation of grant with the school.</p>			

Funding Source	Type of Certificated Program		# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
BIT	MOS		21	2	11	21
Fiscal Agent	Participating District	Contact Person	Request		Grant	
CESA #5	Rio	Pam Hilleshiem-Setz	\$9,360		\$9,360	
Project Description			5-990511/R29-3			
It is the intent of this project to design, develop, and implement a <i>MOS</i> certification program for students. Microsoft Office Specialist (MOS) certification, the premier Microsoft desktop certification, is a globally-recognized standard for demonstrating desktop skills. The MOS program is helping meet the demand for qualified and knowledgeable people in the modern workplace. Through this project, teachers and students will have an opportunity to demonstrate Microsoft Office skills by completing MOS certification exams in any application areas. These certifications would provide an opportunity for the school to update curriculum and to align to industry standards. Students would be able to enhance employment portfolios, earn weighted credit for high school business classes, and/or have a tool for testing out of a required course, and/or receive advanced-standing credit at technical colleges. The major components of this proposal include: 1) train Business Education teacher on MOS pre-assessment tool and explore the use of this software in the classroom as a tool to assess students' ability to successfully pass up to two MOS certification exams, 2) develop course updates to instruct on MOS skills and encourage students to take certification exams, and 3) update current curriculum by including MOS and align to the WI Business Education standards. To make earning MOS certification a convenient and more feasible option for students, the school will be purchasing two dedicated computers to do onsite testing at the individual school. By providing this testing at the school, there is a higher rate of sustainability of continuing MOS certification within the schools. The school can also become a testing center for community professionals and help to develop more business partnerships. The business education teacher who is also a part-time CESA 5 STW staff member has worked with previous MOS grants and will assist in implementing this grant project. This will include setting up training and overall facilitation and evaluation of grant with the school. These tasks will extend an existing employment contract to include this project if awarded.						

Funding Source	Type of Certificated Program	# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
BIT	Lodging Management YA	10	1	5	10
Fiscal Agent	Participating District	Contact Person	Request	Grant	
CESA #5	Wisconsin Dells	Pam Hilleshiem-Setz	\$6,100	\$6,100	
Project Description			5-990518/R29-3		
The school district would like to develop a program in <i>Lodging Management Youth Apprenticeship</i> by developing and implementing a new course in Lodging Management. Wisconsin Dells is a top ranking national attraction with many lodging facilities. Many community members are employed in the hospitality industry and it would benefit the local labor market to have a higher level of preparation for potential employees. The school district is seeking to build upon this community asset and develop a stronger bond between school and business through the implementation of a lodging management program. The school district has polled student interest in this area and has found interest in pursuing this youth apprenticeship certification for junior and senior students. This project would combine classroom instruction with on-the-job training for local youth. A new class would be developed for students that includes the broad topics of front desk, housekeeping, food service, and lodging management leadership. It would also facilitate the development of a speciality advisory committee to provide input into the development of this project and assist with the development of a link to the Business Education department.					

Funding Source	Type of Certificated Program		# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
BIT	IC3		25	2	10	25
Fiscal Agent	Participating District	Contact Person	Request		Grant	
CESA #10	Cadott	William Harycki	\$7,266		\$7,266	
Project Description				5-99102/R29-3		
It is the intent of this project to implement IC3 training and student certification for the 2004-05 academic year. In order to accomplish this goal, the certified teacher will need to receive IC3 training. Additionally, the district wishes to have a course upgraded to include web page design. It will be necessary to purchase computer software and corresponding teacher/student resources. Therefore, specifically the district will: 1) redesign internet/web page design class to use business software in preparation for potential web master certification in the future; and 2) modify Computer Literacy 9 curriculum to ensure coverage of IC3 competencies and provide IC3 certification exams for all students in this required course.						

Funding Source	Type of Certificated Program		# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
BIT	IC3		25	11	8	25
Fiscal Agent	Participating District	Contact Person	Request		Grant	
CESA #11	Baldwin-Woodville	Nancy Graese	\$12,287		\$12,287	
Project Description				5-99111/R29-3		
<p>The focus of this grant is to provide the structure and resources to enable students to become trained and certified in IC3. Students will be able to earn IC3 certification which is an industry endorsement frequently required for technician and program assistant work in various segments of the information technology field. This certification will assist students in obtaining good jobs, earning post-secondary credit while in high school, and enabling a student to be hired by the district to assist in technology support.</p> <p>IC3 Defined: IC3 training and certification program covers a broad range of computing knowledge and skills that prove competency in three areas: Computing Fundamentals, Key Applications, Living Online. Students seeking IC3 certification are required to pass the three exams.</p> <p>The project will provide resources of time for the teachers to select and incorporate appropriate training materials into existing BIT coursework. Project resources will enable the teachers to purchase classroom training materials, and also take advantage of training offered by various professional vendors such as Thompson Learning and CertiPort as a means for some students to be trained and certified. The CESA #11 IC3/MOS testing lab will also be utilized for student testing. The three project training options provide more students with opportunities for training and testing and eventual certification. This project will serve as a model for other CESA 11 districts to learn of the possibilities of transporting the framework into the BIT department. All aspects of the project will be shared with all CESA #11 BIT teachers at the annual CESA #11 Business and Information Technology Teachers ShareShop.</p> <p>Certified Skills Co-op: Business and Information Technology opportunities in the geographic region will be made available to</p>						

Funding Source	Type of Certificated Program	Fiscal Agent
BIT	IC3	CESA #11
Project Description <i>continued</i>		5-99111/R29-3
<p>students having completed the IC3 training and are certified. Teachers will be assisted by CESA #11 staff in the recruiting, retention and paperwork processes among the students, parents, employers, and workplace mentor.</p> <p>Post-secondary advanced-standing credit opportunities will be coordinated through the two regional Tech Prep Councils—Chippewa Valley School-To-Work and WITC Tech Prep Council. Students attend both CVTC and WITC after graduation.</p> <p>The proposed culminating activity with this project would be development of a handbook or manual describing the process that was used. Hopefully this manual can be shared with other districts as a potential starting point for a similar project. The plan is for students to be involved in the planning, development, writing, and printing of this manual.</p>		

Funding Source	Type of Certificated Program		# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
BIT	MOS (Project), Business CS, FBLA Achievement		48	5	0	45
Fiscal Agent	Participating District	Contact Person	Request		Grant	
Manitowoc	Mishicot	Rose Ellinger	\$10,751		\$10,751	
Project Description				5-32902/R29-4		
<p>Two emerging technologies that seem destined for greatness in American culture are the use of Tablet PCs and also Project Management. There are now entire college degrees devoted to Project Management and many technology gurus are spouting the praises and uses of Tablet PCs in both the educational and business markets. It is always a goal for Business education students to be exposed to cutting-edge business technology for use in the workplace. Proper use, maintenance, personal and workplace functions will be introduced and explored. Students will receive experience and knowledge in these areas that will assist in making them better prepared and marketable in today's work environment.</p> <p>While exploring cutting-edge technology, students will be asked to think "outside the box" by implementing a Business Leadership workshop. Topics at this workshop can include current business and computer class offerings, Youth Apprenticeship options, Business Co-op sharing sessions, mini-sectionals geared at completing FBLA Achievement Award levels, and many other leadership topics.</p> <p>Business Procedures students will be the direct recipients and stakeholders in this project; however, FBLA, business education students, and other student organizations will also be impacted by this project. It would be a goal to also include general topics/activities that would serve a diverse population in the areas of leadership, community service, and personal/professional growth. (See next section for more detailed needs and description.)</p> <p>Outcome: Successful Mini-Leadership Seminar, students earning <i>MOS</i> certification in Microsoft <i>Project</i>, students earning <i>Wisconsin Business Co-op</i> certification, <i>FBLA</i> members gaining <i>Achievement Award</i> levels.</p>						

Funding Source	Type of Certificated Program	Fiscal Agent
BIT	MOS (Project), Business CS, FBLA Achievement	Manitowoc
Project Description <i>continued</i>		5-32902/R29-4
<p>Background: Business Procedures is a class which serves about 27 students. Basic curriculum centers around preparing for life on the job. This class also supports the Business co-op students as the classroom component. What is the plan?: As part of the curriculum, each student is required to plan and make a presentation as a member of a team (meets standard J.BS.2). By implementing this idea on a much larger scale, students will receive a much more realistic experience. Students would be broken into three groups. Each group would receive use of a Tablet PC in order to track minutes and utilize Microsoft Project for tracking progress and goals. OneNote software would allow realistic use of the Tablet PC and allow for quick combination of project components, research, etc.</p> <p>Each group will build sessions based on career development (personal/professional growth), leadership skills, and community service, and business standards and competencies. These will include, but are not limited to the following: preside at meetings (A.BS.9), prepare a budget (J.12.3), demonstrate successful listening skills (J.BS.2), and use negotiation strategies to resolve conflict (A.BS.10).</p> <p>Those students involved in the Business Co-op program would be required to utilize this forum for sharing experiences on the job OR design an on-the-job experience where new technologies can be utilized to make the project more effective or efficient. This experience or project would then be showcased at the workshop.</p> <p>FBLA Achievement Awards would also be brought into this project through each group including two to three "booths" that would allow FBLA members to complete activities from those required to earn the award levels. Examples can include preparing a budget, completing job search documents, participating in mock interviews sponsored by our advisory council. However, since many of these activities can be targeted to non-FBLA students, other organizations and classes would be invited to participate in this event.</p> <p>Through the utilization of Microsoft Project, many students would be prepared to take the MOS Project exam. The LCD projector is needed to support this project for two reasons. With the district having a SmartBoard, but no projector to use with it, this would allow the SmartBoard to be utilized for instruction on the use of the Tablet PCs and Microsoft Project. Secondly, and more importantly, the projector would be used during the workshops for one or more sectionals to more effectively present materials.</p>		

Funding Source	Type of Certificated Program		# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
BIT	CompTIA/A+		8	4	7	4
Fiscal Agent	Participating District	Contact Person	Request		Grant	
Stockbridge	Stockbridge	Lois Probst	\$15,146		\$15,146	
Project Description				5-56141/R29-4		
<p>The goal of the Web Design and Hardware Certification program is to provide a thorough, step-by-step process for learning the fundamentals of web design and the supporting and troubleshooting of computers. The first set of units are unique and cover a wide range of web design materials. The program will include html coding, design evaluation, information and interaction design, and presentation development. Web page design will include creation, graphics, audio, message, audience determination, and purpose/scope. Storyboard and layout final presentation will conclude the units prior to building the site and maintenance procedures. Training units will be developed for students to work on "real world" problems and issues relating to web design to make a student practically prepared for real world situations. The second unit series covers hardware components of a personal computer. The students will learn to identify all the parts of a PC and be able to discuss the functions and interactions of all sub-systems and identify and troubleshoot common problems. The end result of this unit will be for a student to be able to install, replace, and upgrade PC hardware components and peripherals for the school district and eventually for an employer. While the certification program will provide a broad based knowledge and competency in core hardware and web design technologies, it is the local and surrounding communities that will gain employees that have attained state-of-the-art employment training and skills. It is the intent that with successful completion of the <i>CompTIA</i> certification exam and the school district certification program will lead to jobs that are one step above other students entering the information technology workforce. While every student begins a high school career with an individualized career plan, the business department has specifically focused on developing and implementing vocational courses that expose students to technologies and skills currently used in the workplace. In the process of implementation of the coursework and through testing, the student will advance one step further. At graduation, the student who successfully completes the CompTIA</p>						

Funding Source	Type of Certificated Program	Fiscal Agent
BIT	CompTIA/A+	Stockbridge
Project Description <i>continued</i>		5-56141/R29-4
<p>testing will have direct placement into the information technology job market. The Career and Technology Advisory Committee is comprised of employers, parents, students, teachers and representatives of business, industry/labor, and special populations. This group has made the Web Design and Hardware certification program a high priority for the business programming within the school district. While a work-based occupational experience component will be difficult to include in the program, the students will begin using the training and certification throughout the school year for web design and PC problems within the school district. The development of a school-based web/PC repair business is the eventual goal of the Business Education department to meet the growing information technology needs of the community and surrounding area. At the completion of the course, the student will take the industry certification (CompTIA) test at a local testing center. This certification is a launching pad for a student in private enterprise or as an integral part of a company's IT operations. Articulation is proceeding with the local technical colleges, Fox Valley Technical College and Moraine Park Technical College, for advanced-placement standing. Dual-credit standing does not appear to be possible at present but articulation discussions will continue.</p>		

Funding Source	Type of Certificated Program		# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
BIT	Business CS, IC3, MOUS		164	17	89	164
Fiscal Agent	Participating District	Contact Person	Request		Grant	
Wisconsin Rapids	Wisconsin Rapids	Eric Siler	\$12,094		\$12,094	
Project Description				5-66851/R29-5		
<p>There is a new instructor in Business and Information Technology; the teacher has piloted some of the certified skills co-op materials in a course this past year. However, there is a need for new textbooks and materials to better prepare students in the classroom for positions at the worksites. Partnerships with businesses have been developed through the integration of school-based and work-based learning; career development components have been included. In addition, students are very involved in FBLA. The <i>Wisconsin Model Academic Standards for Business</i> and the Employability Skills Certificate are used as a guide as curriculum has been developed throughout the year. The students enrolled will be in the Wisconsin <i>Skills Certified Business Education Co-op</i> program.</p> <p>Business Education and Computer Science departments have been combined in keeping with the State’s Business and Information Technology Education department. With this combination has come some very progressive staff that have gone for the <i>IC3</i> and <i>MOUS</i> certification trainings. Therefore, the department is ready to begin offering these certification opportunities to the students but will need some licenses, vouchers, equipment, and professional development funds to do so, along with some extended time to do installation, etc.</p>						

Family and Consumer Education

Funding Source	Type of Certificated Program		# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
FCE	Child Services CS		4	1	0	4
Fiscal Agent	Participating District	Contact Person	Request		Grant	
CESA #5	Columbus	Pam Hilleshiem-Setz	\$2,951		\$2,951	
Project Description				5-99054/R29-3		
<p>The Family and Consumer Education department is very interested in developing and instituting the industry based occupational certification program for <i>Child Services Co-op</i>. This program will allow students to complete certification competencies. The community is growing and offers limited child care services for families. However, by implementing the program, the district will be addressing a universal community need for skilled child care employees and will also be providing the students with skills and experiences necessary to be gainfully employed upon completion of the program. There is a new day care center in the community that will be licensed to care for over 50 children. It is hopeful that student participants will become a valuable resource to the business. It is further anticipated that the students will go on to enroll in a post-secondary education program based on the positive experiences in this program. By awarding this grant to the FCE program, the school district will be able to redesign the curriculum, improve instructional strategies, develop best practice activities, expand assessments, create business links that will enhance learning, and provide students with certificate based skills that will be useful in the future.</p> <p>The instructor is currently working on the Child Services Co-op license and will be pairing up with a certified teacher in the consortium to operate this program for the first year.</p>						

Funding Source	Type of Certificated Program	# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
FCE	ACCT	6	1	0	6
Fiscal Agent	Participating District	Contact Person	Request	Grant	
CESA #5	Necedah	Pam Hilleshiem-Setz	\$2,620	\$2,620	
Project Description			5-99057/R29-3		
<p>The Family and Consumer Education department is very interested in developing and instituting the industry-based occupational certification program, Assistant Child Care Teacher (<i>ACCT</i>). The community is small and offers limited employment opportunities. However, by implementing this program, the district will be addressing a universal community need for skilled child care workers and will also be providing the students with skills and experiences necessary to be gainfully employed upon completion of the courses related to ACCT.</p> <p>It is further anticipated that the students will go on to enroll in a post-secondary education program based on the positive experiences as an ACCT. By awarding this grant to the FCE program, the school district will be able to redesign the curriculum, improve instructional strategies, develop best practice activities, expand assessments, create business links that will enhance learning and provide students with certificate based skills that will be useful in the future. The FCE instructor is currently working to become licensed for ACCT and Child Services, however, the instructor will be working with another teacher in the CESA 5 consortium who is licensed to implement the program during the first year.</p>					

Funding Source	Type of Certificated Program		# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
FCE	Youth Leadership		30	7	15	0
Fiscal Agent	Participating District	Contact Person	Request		Grant	
CESA #6	Kimberly	Melissa Kohn	\$26,484		\$26,484	
Project Description				5-99063/R29-3		
<p>The Youth Leadership program is in full alignment with the <i>Youth Leadership Skill Standards Certificate</i> program, offers students the opportunity to explore possibilities, meets new challenges, and seeks to strengthen leadership building efforts in all aspects of the school experience and beyond. The Youth Leadership program is comprised of a classroom component, the Youth Leadership Skill Standards portfolio, school/work/community-based creative learning applications, and the Leadership Technology and Resource Center (LTRC). The program is developed under the following assumptions, as identified by the Wisconsin DPI:</p> <ol style="list-style-type: none">1. All youth have gifts and leadership potential2. Leadership skills develop over time3. Youth need both challenge and support to develop the competence and confidence to lead4. There are multiple settings for developing and practicing leadership skills—in school, family, work, and community settings5. The portfolio provides a convenient format for documenting development of leadership skills6. Certification of leadership skills will provide meaningful information to post-secondary institutions and/or employers <p><i>Classroom Component</i></p> <p>In the classroom component of the program, students in grades 9-12 will participate in an intensive (9-week, ninety-minute block) investigation into leadership. Through learning experiences that engage creative and critical thinking skills, students will be introduced to the six sections of the Wisconsin Youth Leadership Skill Standards portfolio. Those six sections are:</p>						

Funding Source	Type of Certificated Program	Fiscal Agent
FCE	Youth Leadership	CESA #6
Project Description <i>continued</i>		5-99063/R29-3
<ol style="list-style-type: none"> 1. Self-Management 2. Communication and Critical-Creative Thinking 3. Media and Technology Skills 4. Interpersonal, Conflict Management, and Democratic Organizational and Small Group Skills 5. Ethical Standards and Behaviors 6. Democratic Discussion and Problem Solving and Reasoned Action Skills <p>Students, with support from the Youth Leadership Program Coordinator, will develop an individualized plan for working to meet the standards (competencies and applications) identified in the portfolio document at the intermediate or proficient performance level. Students will reference the map of cross-curricular alignment that will be developed by representatives from each core and core plus academic area as well as representatives from various cocurricular and extracurricular groups and organizations within the school.</p> <p>Curriculum materials and student workbooks to be used in the classroom component will be purchased. At the recommendation of the Local Advisory Council, the James M. Kouzes and Barry Z. Posner's Student Leadership Series will be used. This series includes leadership inventories, self-reflections, leadership planning guides, and a complete facilitator's guide for implementation. Throughout the duration of the classroom component of the program, it is estimated that students will meet 50% of the required competencies and 25% of the required and/or student selected creative applications as identified in the portfolio.</p> <p><i>School, Work, and Community Based Creative Learning Applications</i></p> <p>Students will work toward successful completion of the portfolio by actively engaging in activities and learning experiences that meet the competencies and applications identified in the portfolio document. In order to facilitate the process, a team of 20 representatives from each core and core plus academic area as well as representatives from various co-curricular and extracurricular groups and organizations within the school will meet to develop a map of cross-curricular alignment. This map will identify opportunities for students to meet the competencies and creative applications in a variety of school, work, and community based learning experiences.</p>		

Funding Source	Type of Certificated Program	Fiscal Agent
FCE	Youth Leadership	CESA #6
Project Description <i>continued</i>		5-99063/R29-3
<p>Students will reference this map to develop an individualized plan for working to meet the standards (competencies and applications) identified in the portfolio document at the intermediate or proficient performance level.</p> <p><i>Leadership Technology and Resource Center (LTRC)</i></p> <p>It is the intent of the Youth Leadership Program Development Team and the Local Advisory Council to create a Leadership Technology and Resource Center (LTRC) to meet the needs of the students in the program throughout their high school career. The LTRC will have two complete computer workstations and one laptop computer docking station. These stations will be equipped with scanners and a color laser printer. The LTRC will also provide students with access to digital cameras, a digital video recorder, and a video projector. Additionally, students will have access to an up-to-date and relevant collection of text-based and video-based resources. Students in the program will use the technology and resources in the LTRC to:</p> <ol style="list-style-type: none"> 1. Assist in developing school, work, and community based program involvement and action projects 2. Provide the necessary means to deliver and evaluate school, work, and community based program involvement and action projects 3. Document/record school, work, and community based program involvement and action projects 4. Gather and formulate evidence of progress over time and accomplishments in meeting the competencies and creative application of the Wisconsin Youth Leadership Skill Standards portfolio 5. Create electronic portfolios of achievements in the Youth Leadership Program 6. Prepare portfolio material for year-end assessment and program completion 7. Provide documentation and/or evidence of leadership development for scholarships, apprentice training programs, post secondary education institutions, and potential employers. <p><i>Youth Leadership Skill Standards Portfolio</i></p> <p>The portfolio serves as the guiding document of the Youth Leadership Program. Students will become familiar with the portfolio</p>		

Funding Source	Type of Certificated Program	Fiscal Agent
FCE	Youth Leadership	CESA #6
Project Description <i>continued</i>		5-99063/R29-3
<p>during the introductory classroom component of the program and will develop an individualized plan for working to meet the standards (competencies and applications) identified in the Youth Leadership Skill Standards portfolio document at the intermediate or proficient performance level. This individualized plan will guide the students' work to develop portfolios throughout their high school career. Students will access the Leadership Technology and Resource Center to gather and formulate evidence of school, work, and community-based program involvement and action projects for inclusion in the portfolio. The student portfolio will serve as a cumulative record of yearly accomplishments, and program progress. At the end of each year, students will receive a certificate indicating the skill standards accomplished during the year through different learning opportunities in various school, family, work, and community based settings. When the student and Youth Leadership Program Coordinator determine that sufficient proficiency has been attained, the student will be awarded a state endorsed certificate of mastery upon successful completion of the program.</p>		

Funding Source	Type of Certificated Program		# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
FCE	Youth Leadership		21	15	21	21
Fiscal Agent	Participating District	Contact Person	Request		Grant	
CESA #11	Siren	Nancy Graese	\$12,000		\$12,000	
Project Description				5-99117/R29-3		
<p>This past school year several CESA #11 districts have been piloting Family & Community Services Certified Skills Co-op into existing courses. This grant will focus on one district. As a result of district needs assessment processes with administrators, teachers, business representatives, and community service providers, two areas of need have emerged consistently. The growing elderly population has many unmet needs to maintain dignity and independence. The dual career families create child care issues including day care, latch key, and other household services. Communities need workers that can provide these services. Therefore, this grant will help students explore these work options and develop work competencies needed by workers in human services. Year one of this project is indicating that paid work experience in Family & Community Services is difficult to obtain. Plenty of volunteer opportunities exist.</p> <p>The <i>Youth Leadership Skill Standard Certificate</i> program will be implemented. The objectives of this project will be to create a district curriculum and management structure which will:</p> <ul style="list-style-type: none">a) involve students in work experiences in the communityb) foster community partnerships which will help students learn about the value of working in the communityc) help students receive certification of competence in the programd) foster students’ portfolio development of challenging academic and vocational standards, including leadership development experiences <p>and include the following</p> <p>*Create a process for developing community service projects</p>						

Funding Source	Type of Certificated Program	Fiscal Agent
FCE	Youth Leadership	CESA #11
Project Description <i>continued</i>		5-99117/R29-3
<p>*Develop curriculum process to link Family & Consumer Education and other state academic standards to the service projects</p> <p>*Plan training for student portfolio development and student leadership development</p> <p>*Facilitate teacher work/training sessions</p> <p><i>Curriculum and Staff Development</i></p> <p><i>September 2004</i></p> <p>*Introduction to project</p> <p>*Clarification of project goals/roles</p> <p>*Commitment to project outcomes</p> <p>*Curriculum planning including:</p> <ol style="list-style-type: none"> 1. identification of student outcomes 2. linkages to Family and Consumer Education and other state standards 3. potential partnerships communication and management structure <p>*Create sustainability/dissemination plan</p> <p>*Formative and summative evaluation procedures/shared rubric</p> <p><i>Bi-monthly - ITV/face to face/teleconference</i></p> <p>*Implementation issues</p> <p>*Portfolio development</p> <p>*Technology integration</p> <p>*Continue work with mentor from the state pilot project*Regional advisory committees</p>		

Funding Source	Type of Certificated Program	Fiscal Agent
FCE	Youth Leadership	CESA #11
Project Description <i>continued</i>		5-99117/R29-3
<p>*Project evaluation</p> <p><i>Spring 2005</i></p> <ul style="list-style-type: none"> *Each school will create means to share learning *Awards and recognition of achievement *Student/teacher/business networking *Student Celebration of Learning (Including other work-based learning/service learning projects) <p><i>June 2005—10 days</i></p> <ul style="list-style-type: none"> *Evaluation and reflection *Curriculum refinement based on formative evaluation results *Identification of training needs *Create final report *Develop sustainable/dissemination roles 		

Funding Source	Type of Certificated Program		# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
FCE	Youth Leadership		18	18	0	5
Fiscal Agent	Participating District	Contact Person	Request		Grant	
Milwaukee	South Division High School	Ray Yankus	\$23,936		\$23,936	
Project Description				5-36191/R29-5		
<p>In an effort to encourage youth leaders to reach potential, students enrolled in the national youth organization, FCCLA, will propose a service project aimed at developing leadership skills. Through a local study conducted by university students, it has been determined that there is a need for students to learn about the responsibility to give back to the community. Specific needs were identified and include violence, gangs, teen pregnancy and ethnic issues. This proposal would allow students to develop a plan of action to help alleviate these needs. Students and project teachers would meet after school hours for 20 two-hour sessions. A leadership curriculum and the leadership skills portfolio would be used during these extended day class sessions along with materials from the FCCLA organization. All students would be developing, organizing, and completing an action project to address school/community needs. Students meeting the course requirements will receive .50 credits for successful completion. Projects would be developed in one of three categories: 1) multicultural issues; 2) intergenerational family issues; or 3) Stop the Violence issues. The target group of student enrollees would be teen parents, students behind in credits, and ESL students. Leadership skill development would be integrated in the Family and Consumer Education curriculum, with academic support as an ongoing component.</p> <p>The intent of this project is for Family and Consumer Education teachers to deliver lessons which incorporate <i>Youth Leadership</i> skills and maximize the use of SCANS competencies. Students will be required to work cooperatively with others, use technology to acquire and evaluate information, organize plans and resources, understand various inter-relationships in multiple situations and demonstrate leadership skills.</p> <p>Students will develop and maintain a leadership project and portfolio based on one of three project areas: 1) multicultural concerns</p>						

Funding Source	Type of Certificated Program	Fiscal Agent
FCE	Youth Leadership	Milwaukee
Project Description <i>continued</i>		5-36191/R29-5
<p>and issues for youth leaders, 2) family members as leaders, or 3) community members as leaders. It is the goal of the advisory team that these youth leaders assist in the development of youth leaders for other family and consumer education classes at the school. (It is imperative that students have positive and structured activities after school in order to reduce violence and increase intergenerational communication.) Student members would receive leadership instruction in an extended day school program and have opportunities to work with community representatives and various adults to develop a project. Leadership projects will be showcased as a portfolio, display presentations and/or PowerPoint presentations made available for viewing at school open-houses, service events, and community workshops. Computer access to the internet will be needed to gather current and relevant information. Emphasis on excellent work habits will prepare students for lifelong learning.</p> <p>An advisory board consisting of involved parents, school employees, and community representatives currently exists and will be invited to assist with the projects. The program will be open to all interested female and male students. Students would be introduced to the FCCLA organization and encouraged to enter projects in state events.</p> <p>As far as can be determined at this time, 96% of the students qualify as at least one category of the special population group: LEP, minority, single parent, economically disadvantaged, foster child, disabled, etc., with the majority in at least four categories.</p>		

Funding Source	Type of Certificated Program		# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
FCE	Food Service CS		4	1	1	0
Fiscal Agent	Participating District	Contact Person	Request		Grant	
Wisconsin Rapids	Wisconsin Rapids	Eric Siler	\$4,433		\$4,433	
Project Description				5-66852/R29-5		
The focus of this project is to upgrade the <i>Food Service Co-op</i> program to a <i>Skills Certified Co-op</i> program. Since the district is in a major budget reduction state, there is no way to fund the supervision time and extended contract for the instructor to supervise the Food Service students on the job. In addition, some field trip monies are being requested to get to students to places like the ProStart Student Invitation Culinary Competition and Midwest Expo, some technical colleges, and some local food service establishments. It also includes the FCCLA Culinary competitions, both state and regional levels.						

Health Science Occupations Education

Funding Source	Type of Certificated Program	# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
HSOE	CNA, Health Services YA	10	3	2	10
Fiscal Agent	Participating District	Contact Person	Request	Grant	
CESA #4	Gale-Ettrick-Trempealeau	Robert Greene	\$16,800	\$16,800	
Project Description			5-99041/R29-3		
<p>This project will continue the district's initiative to increase work-based learning opportunities in the health care industry by establishing district participation in the <i>Health Services Skilled Nursing Assistant</i> and <i>Youth Apprenticeship</i> programs along with corresponding coursework. (1S2, 2S2)</p> <p>This proposal supports the purchase of instruction and texts and workbooks for 10 students interested in the health field.</p> <p>Since 1991, the school district has partnered with local business representatives to form a school-to-work council which meets to discuss community employment trends and means to provide students with opportunities and experiences that will assist in successfully preparing them to meet current trends and challenges in the world of work. The committee members have repeatedly expressed concerns regarding two major trends in the health career field: an aging population and a shortage of health care providers. According to the State of Wisconsin Department of Workforce Development profile of Trempealeau county, the percentage of county resident population in the 50-59, 60-69, and 70+ age group cohorts make up a substantially larger part of the county's population than those same cohorts do on a state or national level. These cohorts will continue to gain population share in the county in the future. The demographic shift away from a youthful population toward an older population will present future challenges for county employers.</p> <p>In addition to the aging population, western Wisconsin health care providers have consistently recognized a nursing shortage. The purpose of this project is to introduce high school students to the health care field while providing the health care community a well-</p>					

Funding Source	Type of Certificated Program	Fiscal Agent
HSOE	CNA, Health Services YA	CESA #4
Project Description <i>continued</i>		5-99041/R29-3
<p>trained work force to meet the challenges of the future medical profession. The district would develop partnership links with Marinuka Manor, St. Ann's Healthcare, Western Wisconsin Technical College, Trempealeau Valley Consortium, and the Workforce Development Board.</p> <p>In the 2003-2004 school year, the school district had an increased interest in the skilled nursing certification and the corresponding coursework such as medical terminology, CPR, and first aid training. At present, the district has no coordinated program to provide instruction and certification in the Skilled Nursing Certification and the Health Services Youth Apprenticeship program.</p> <p>As a result of surveying the student population, including special populations and students at the alternative high school setting, a minimum of eight students have expressed interest in pursuing coursework and/or certification. In order to coordinate and implement a cohesive program of this nature, the district seeks funding to move forward. Budget restraints and current partnerships cannot provide funding that would be available in time to meet the student demand for the upcoming school year. However, partners are eager to see an ongoing program established in the healthcare field.</p> <p>This proposal provides for ten students to prepare for Skilled Nursing Assistant certification to gain job experience in the healthcare field and complete the first step toward post-secondary degrees in nursing and other healthcare fields. It is anticipated that 30% of the students enrolled will be able to participate in the Health Services Youth Apprenticeship program.</p>		

Funding Source	Type of Certificated Program		# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
HSOE	CNA		18	6	4	18
Fiscal Agent	Participating District	Contact Person	Request		Grant	
CESA #11	Webster	Nancy Graese	\$12,642		\$12,642	
Project Description				5-99118/R29-3		
<p>The school district recognizes the need for students to better understand the careers related to the healthcare field that are available in northwestern Wisconsin. A certified work-based learning experience may be one of the keys to help students find success.</p> <p>This grant will have two focus areas: 1) assist interested students with coordination, organization, and resources for <i>Certified Nursing Assistant</i> programs, 2) provide information, professional development, and resources to districts toward developing or improving health occupations concepts and strategies in the K-12 local school system.</p> <p>The primary requirement for many jobs for students and adults interested in a particular job in a health care facility is a Nursing Assistant certificate. This project work would help school district staff become more knowledgeable about the coursework required and the competencies to be attained. CESA staff will assist in establishing the necessary components so students may attain this industry recognized certification.</p> <p>This proposal would offer an articulated health care service to students. Students could participate in all courses leading to articulation in the Associate Nursing Degree program or Occupational Therapy Assistant program. Medical Terminology would be offered using the instructional television system as the delivery mode. Students within reasonable driving distance may participate at a Wisconsin Indianhead Technical College site. Students would come to the site at regular intervals for lab or field work instruction. The outcome will be eligibility for a Health Youth Apprenticeship.</p>						

Funding Source	Type of Certificated Program	Fiscal Agent
HSOE	CNA	CESA #11
Project Description <i>continued</i>		5-99118/R29-3
<p>The CESA 11 coordinator will work to further develop local capacity to construct certification programs and youth apprenticeship programs in health that match student interest in health-related occupations. The school district contact person will work on development of scheduling and curriculum sequences that would support students' occupational choices. The coordinator will participate in two Regional Health Alliance Councils and the advisory committee for the UW-Stout advisory committee for Health Science Occupations program.</p> <p>Each student will be assigned a healthcare mentor and develop an educational plan which outlines short- and long-term education and training goals. Students will have chat groups and listserves established to communicate among themselves, instructors, healthcare providers, CESA #11 staff, and local district staff. The CESA #11 technology infrastructure will be used to support that communication system for students and teachers. The SciMaTech Resource Center and the Vocational Library staff will identify resources which link to student coursework and provide access via the van delivery service. The library currently has a wide variety of science-based materials such as human upper torsos, skeletons, model human brains, anatomy lesson designs, heart rate monitor, energy cycle, video tapes, etc. Students could use all of these resources in the school district. The project will provide for additional resources as needed.</p>		

Funding Source	Type of Certificated Program		# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
HSOE	Health Science Occupations CS		18	4	9	20
Fiscal Agent	Participating District	Contact Person	Request		Grant	
Merrill	Merrill	Marla Konkol	\$13,925		\$13,925	
Project Description				5-35003/R29-5		
<p>The school district has offered a course entitled Health Occupations for many years. The current teacher has been teaching a section of this course every year for six years and the program needs to be expanded. The Health Youth Apprenticeship program is offered to students who get CNA training at Northcentral Technical College. However, due to a shortage of CNA instructors and also CNA worksites, the district is unable to grow this program. Opportunities for students in other health areas need to be expanded—<i>Health Science Occupations Certified Skills Co-op</i>.</p> <p>The main forcus will be to begin a high school HOSA program. Area nurses have already been informed about HOSA and are willing to get involved with the school district in this program. A Health Services advisory board comprised of Family and Consumer Ed teachers, LVEC, administrators, guidance personnel, students, parents, and business people will be started. These people will attend HOSA activities to learn more about the opportunities available to students through the HOSA chapter.</p> <p>Students will be provided opportunities to enrich exposure to the workforce in a variety of health fields. Training in teaching about vital signs, teaching how to take blood pressure, temperature, preventative measures, high blood pressure, cholesterol screening, lower fat in the diet, diabetics, stress, stroke, and knowing family history are all important parts of this program.</p> <p>Medical sites such as veterinarian clinics, athletic clubs, nursing homes, hospitals, therapy centers, pharmacies, and funeral homes will be visited with students. The school district will also participate in HOSA activities.</p> <p>In the VEERS report, there is need to increase the number of males in the Health Occupations class. Funding would be used to help reach this goal of getting more males in the program.</p>						

Funding Source	Type of Certificated Program	Fiscal Agent	
HSOE	Health Science Occupations CS	Merrill	
Project Description <i>continued</i>		5-35003/R29-5	
The Education for Employment plan states how the school district will focus on students becoming career orientated to jobs in the area and Wisconsin. Focusing on how the aging population is changing, greater need for people to work with the aging population is necessary. Hospital and nursing homes tours will take place. The Wausau Hospital and Good Samaritan Health Center facilities will be incorporated into curriculum with tours of the bone and joint clinic and foot and ankle so the student can see what is all involved in careers in this area. Volunteering at health facilities will occur.			

Funding Source	Type of Certificated Program	# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
HSOE	Health Services YA	17	2	2	17
Fiscal Agent	Participating District	Contact Person	Request	Grant	
Tomah	Tomah	Ann Brandau Hynek	\$25,500	\$25,500	
Project Description			5-57471/R29-5		
<p>The <i>Health Services Youth Apprenticeship</i> project is designed to provide CNA training to more students, offer first aid and CPR at the high school, and begin an intensive articulation process between the school district’s coursework and the local technical college (Western Wisconsin Technical College) coursework. In addition, a Regional HOSA Chapter will be established with the assistance of a coordinator hired through the proposed project.</p> <p>The CNA, First Aid, and CPR courses will all lead to nationally recognized certifications and will also assist students in the development of higher level skill proficiencies in the healthcare area. The goal is for students to follow a well-developed system that begins in the freshman year of high school and to ensure the high school experience leads to the eventual completion of a recognized health care program such as a CNA., LPN. or ADN. or BSN. The proposed program will be modeled after the 2 + 2 + 2 program philosophy.</p> <p>The expanded CNA programming will allow more students to participate in the Health Services Youth Apprenticeship. All students who register for the CNA coursework will be expected to become involved in a work-based learning experience via the youth apprenticeship program. In order to ensure that all of the participating students become licensed after the training program is completed, the project will provide payment and transportation to and from the Promissor testing site within the specified timelines. Students will be placed at various worksites to further develop skills and learn about all aspects of the health care system after becoming certified by Promissor. The youth apprenticeship coordinator will direct and monitor all work-based activities ranging from employer recruitment and interviews to onsite competency checklist screening.</p>					

Funding Source	Type of Certificated Program	Fiscal Agent
HSOE	Health Services YA	Tomah
Project Description <i>continued</i>		5-57471/R29-5
<p>The plan will allow students to formulate a comprehensive plan of how to efficiently move from the high school system into the technical college and/or university system. For example, courses such as Anatomy and Physiology 1 will need to be aligned and articulated with the new statewide nursing curriculum to ensure a smooth transition. From there, articulation with other general education courses such as, Introduction to Psychology, Introduction to Sociology, and Speech and Written Communications will assist with the advanced standing process for students. Not only will these articulation agreements save students and parents time and money, it will allow the future workforce to enter the chosen fields much earlier.</p> <p>With increased coordination between the high school and the technical college staff, students will enter the technical college programs more academically prepared and skill proficient. Students will know from the freshman year about the opportunities that exist in the healthcare field and how to experience them to the fullest during the high school years. Students will also have a keen understanding of the rigor involved with the prescribed technical college coursework, especially in the health care arena, as a result of the increased coordination. The school district will arrange an onsite WWTC entrance exam (COMPASS) to assist students with the admissions process. WWTC, in turn, will offer onsite counseling and interpretation of the testing results to provide students with information related to scores and how the score applies to a program choice.</p> <p>The proposed project will not limit itself to a CNA., LPN, ADN, or BSN focus but will explore a variety of different health careers through the development of a Regional HOSA project. The HOSA chapter will ensure that students with other healthcare interests will have the opportunity to preview careers and practice skills on local, state, and national levels. A local coordinator will be hired through the project to assist with the development, marketing, and implementation of a HOSA chapter.</p>		

Funding Source	Type of Certificated Program	# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
HSOE	Health Science Occupations CS, CNA	13	3	3	13
Fiscal Agent	Participating District	Contact Person	Request	Grant	
Verona	Stoughton	Dale Herbers	\$39,802	\$16,130	
Project Description			5-59012/R29-4		
<p>The purpose of this project is to expand and increase opportunities for students in the school district and surrounding districts to participate in Health Occupation courses and work-based learning opportunities connected to a specific career interest. Many of the students who currently enroll in the youth apprenticeship program do so because there are no other opportunities in health than to begin by taking the Certified Nursing Assistant class. School district goals are as follows:</p> <p>1.) To provide an introductory two-week mini course in health occupations during the month of August to help students understand the different career options available to them—nursing, diagnostics, therapeutic and information services. This course will help students make a more informed choice about careers and post-secondary options. During this course, students will also be given an interest inventory and learning styles inventory to learn more about themselves.</p> <p>2.) To initiate a HOSA group because of student interest in Health Occupations at the high school and surrounding schools. All students who are enrolled in the Health Occupations programs will participate in the HOSA student activities. Students will participate in district and State HOSA leadership labs and competitions.</p> <p>3.) To meet the <i>National Health Care Foundation Standards</i> in developing a state skill certificate in <i>Health Science Occupations</i>. Through working with the Jobs For The Future Partnership, a group of MATC representatives, and business healthcare representatives, there is a need within the hospitals for nursing, diagnostics, therapeutic, and information services personnel.</p>					

Funding Source	Type of Certificated Program	Fiscal Agent
HSOE	Health Science Occupations CS, CNA	Verona
Project Description <i>continued</i>		5-59012/R29-4
<p>This was emphasized during the Dane County Consortium Health Advisory meeting in January. Students interested in continuing the path to patient care will be able to participate in the <i>Certified Nursing Assistant</i> course. The district will offer a MATC certified Nursing Assistant course by distance learning at the high school. Students will also complete Medical, thus allowing for students to participate in the areas of nursing, diagnostic, therapeutic, and information services careers.</p> <p>4.) To offer Terminology over distance learning and to offer Physiology and Anatomy at the high school. For those students interested in non-patient care, a course will be developed that teaches students about the Pharmacy Technician career field with the assistance of the Jobs For The Future Partnership.</p> <p>5.) To recruit employment sites for the upcoming year in order to support the additional students in the patient care area and for students interested in working in diagnostics, therapeutic, and information services careers. Mentor training will be offered to these new businesses either before hiring the students or within a two-week period of starting the job.</p> <p>Current budget restrictions do not allow for the district to develop and expand work-based learning programs at a time when more students are interested in the experience and training. The funds requested through this grant will support the additional students interested in participating in the health courses. The healthcare industry has indicated a high need for employees. Through better course options and work-based learning opportunities, this program will better prepare students to enter careers in healthcare or a post-secondary institution.</p> <p>Upon successful completion of the program, students not only receive a high school diploma but also receive a State Skill Certificate in Health Science Occupations Cooperative from the DPI. Students in nursing will receive a CNA certificate. To develop other health career courses, the district will work with MATC to offer articulated or direct credit courses and work with the industry and MATC to develop the coursework and worksite training to meet or exceed the <i>Accountability Criteria for National Health Care Foundation Standards</i>. The grant dollars will support the implementation of this initiative.</p>		

Funding Source	Type of Certificated Program	# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
HSOE	Health Services YA	6	1	1	6
Fiscal Agent	Participating District	Contact Person	Request	Grant	
Waterloo	Cambridge	Bill Gronley	\$11,364	\$11,364	
Project Description			5-61181/R29-4		
<p>During the last school year, the district has seen a growth in students interested in Health Occupation courses and careers. The district would like to implement a Health Sciences Occupations Co-op Skill Certification for the 2004-2005 school year. The project has three main goals. The project goals are:</p> <p>1) Improve health occupations options in the high school;</p> <p>2) Develop and articulate a body structure course;</p> <p>3) Develop a HOSA chapter.</p> <p>The first goal has several objectives. Not only does the district want to increase the participation in current classes, the district wants to offer options for students in Youth Apprenticeship and other courses in the health field. This current year, there were 17 students taking the Health Occupations and Medical Terminology classes—none of the 17 students participated in the youth apprenticeship program or other work-based learning programs in Health Occupations. There are currently six students taking a CNA class at MATC—Fort Atkinson. These six students are interested in pursuing other health courses and participating in the work-based program. Students will also have an option of taking Phlebotomy/Basic Lab Skills, Health Unit Coordinator, and Restorative and Rehabilitative Therapeutic Aide courses through MATC, all of which award industry certificate and post-secondary credit. Mentor training will be provided to the six participating businesses.</p> <p>The second goal is to create a body structure course which will be articulated with MATC and offered over the JEDI distance learning</p>					

Funding Source	Type of Certificated Program	Fiscal Agent
HSOE	Health Services YA	Waterloo
Project Description <i>continued</i>		5-61181/R29-4
<p>networks and other networks if area students express an interest. The grant funds would support the development, articulation, and collaboration between the district's School to Career Coordinator, instructor, and MATC staff. The third goal of this project is to develop a HOSA chapter for students enrolled in all health occupations courses. Students would then be able to participate in district and state HOSA conferences and leadership conferences.</p> <p>The district's School-to-Career coordinator, high school counselor, and Health Occupations teacher will work closely with the Dane County School-to-Work Office to coordinate this project and successfully complete the goals listed above.</p> <p>Upon successful completion of the program, students will receive a high school diploma, a <i>Health Services Youth Apprenticeship</i> Certificate of Occupational Proficiency from the Governor's Workbased Learning Board, and a Nursing Assistant Certificate. Students will be better prepared to enter a career in the health field or to go on to post-secondary training.</p> <p>Current budget restrictions do not allow for the district to expand work-based learning programs at a time when more students need the experience and training. The grant dollars will support the extra coordination time and job placement. The grant dollars will cover the cost for students to take additional courses at the technical college and through the Dane County School Consortium. It will also cover the extended contract time for the local coordinator to recruit businesses, expand job placement opportunities for students, provide mentor training, and develop a HOSA chapter. The grant will also support staff time to develop and articulate a Body Structure course. The course will be implemented in the 2005-2006 school year.</p>		

Funding Source	Type of Certificated Program		# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
HSOE	Health Science Occupations CS		15	2	2	15
Fiscal Agent	Participating District	Contact Person	Request		Grant	
Waunakee	Waunakee	Debbie Brewster	\$27,755		\$27,755	
Project Description				5-61813/R29-4		
<p>The school district has a rapidly growing Health Services Occupations program and would like to implement a <i>Health Sciences Occupations Co-op Skill Certification</i> for the 2004 - 2005 school year. The plan is to provide in-house coursework covering the areas of therapeutic services, diagnostic services, health information, support services ,and biotechnology research and development. The Health Science teacher and School-to-Career coordinator have discussed this program with students, administrators, and the Dane County School-to-Work Consortium to determine student need and interest. (This correlates with Goals A and B of the Carl Perkins Local Project Plan.)</p> <p>As the overall developing program was reviewed, a "hole" was found at the introductory level; the district would like to introduce students to the field of healthcare with an introductory Health Occupations course. This course would be offered in the summer to all students entering the Health Services program, ideally between sophomore and junior year. With space available, the district would offer this course consortium-wide through theDane County School-to-Work consortium, possibly by distance learning, to include students from other districts experiencing this same program deficiency. In addition to exposure to the health services career profession, Health Insurance Portability and Accountability Act of 1996 (HIPAA) regulations would be emphasized.</p> <p>The school already has strong junior-year healthcare course opportunities that may be considered prerequisites for the senior year Health Services Co-op program—Human Anatomy and Physiology (Body Structure), Medical Terminology and General Employability Skills Co-op. It has been discovered that, while some students are interested in patient care-focused careers, there is a student population that is not interested in obtaining the Nursing Assistant certification and is more interested in non-patient</p>						

Funding Source	Type of Certificated Program	Fiscal Agent
HSOE	Health Science Occupations CS	Waunakee
Project Description <i>continued</i>		5-61813/R29-4
<p>care careers. The Health Services Co-op would be an opportunity for students to continue to pursue an interest in healthcare with a focus on the many non-patient care career opportunities. This program would be open to seniors who have met prerequisite requirements with the encouragement for dual or previous enrollment in the school's biotechnology course. Differentiation between the youth apprenticeship and co-op programs will be determined by student career interests and completion of related course work/skill competencies defined by each program.</p> <p>Since the Health Services Occupations Co-op Skill Certification Model is under development as this grant application is being written, it is difficult to determine if the Health Services Occupations Co-op Skills Certification would be appropriately placed into the Health Services curriculum for juniors. This will be determined upon review of the final state certified competency document.</p> <p>There is a goal that all Health Services Occupations Co-op Skill Certification and Health Youth Apprenticeship students would be employed. Youth apprenticeship students may be working with patients; co-op students may be working in non-patient care positions; students and parents would select the competency program most appropriate for the student's career interests and learning. Technical college course differentiation would be available for senior youth apprenticeship students who express a career interest in specific areas, such as phlebotomy or restorative therapy and youth options would be available for students who express a career interest in non-patient care areas, such as Health Unit Coordinator.</p> <p>All co-op and youth apprenticeship students participate in the school's yearly Mentor Breakfast which recognizes employers for support as mentors. Students are encouraged to place the co-op certificate into a career workshop portfolio and be used for college admissions, scholarships, and job interviews. The district has discovered that, once patient-care juniors experience the Certified Nursing Assistant aspect of healthcare, some prefer the non-patient care aspect. Having the co-op program available will fill this need.</p>		

Funding Source	Type of Certificated Program	Fiscal Agent
HSOE	Health Science Occupations CS	Waunakee
Project Description <i>continued</i>		5-61813/R29-4
<p>This would also be a great place for all students to become more involved with the Health Occupations Students of America (HOSA) organization. This central co-op course would incorporate HOSA goals into the curricula and encourage extra-curricular participation. This would be an umbrella for all health services students, whether patient or non-patient care is in the career direction.</p> <p>This grant would cover the cost of the Health Occupations course and the in-house Health Services Occupations Co-op Skill Certification course in addition to supervision of Health Sciences Occupations Co-op Skill Certification students. Since the school district has never had any of these course opportunities for students, this would expand and complete the district's Health Sciences program.</p>		

Funding Source	Type of Certificated Program		# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
HSOE	Mealtime Assistant		30	8	5	0
Fiscal Agent	Participating District	Contact Person	Request		Grant	
Whitehall	Whitehall	Delaine Stendahl	\$2,285		\$2,285	
Project Description				5-64264/R29-4		
The purpose of this project proposal is to implement a <i>Meal Time Assistant</i> certificate program for students interested in a career in healthcare. It was found that students who enroll for the Health Services Youth Apprenticeship program are not well enough prepared for the program. It is believed that students need a prerequisite program where some training in healthcare and the opportunity to work with clients would assist in the decision to pursue Certified Nursing Assistant certification. This proposal provides for training sessions for interested students to train for Meal Time Assistant certification. The students will then be able to observe the health care facility setting, work with clients, ask questions of workers, and be able to make educated choices on which part of the field is best suited to work. This training will provide more prepared and serious students filtering into the pre-nursing youth apprenticeship program or the medical records/diagnostic/therapeutic programs. The district is excited that the local healthcare facilites are eager to partner with us on this project and have indicated an interest to select uniform curriculum and employ students from the program. The students will be invited from all districts in the consortia to participate in the training without fee. This proposal is to provide for the instruction of three 15-hour Meal Time Assistant trainings during the FY '05 school year.						

Marketing, Management, and Entrepreneurship Education

Funding Source	Type of Certificated Program		# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
MM & EE	DECA Leadership		31	7	15	0
Fiscal Agent	Participating District	Contact Person	Request		Grant	
CESA #3	Highland	Tom Martin	\$7,823		\$6,900	
Project Description				5-99032/R29-3		
<p>The Business department in the school district initiated sweeping changes in the 2003-2004 school year. The course offerings were revamped to change with the times, including reworking the personal finance class, condensing some of the business classes that contained overlapping competencies, and introducing new classes such as Marketing I and Entrepreneurship. In order to become a more comprehensive business and marketing program, the district decided to offer something that had never been available to students before, a career and technical student organization—DECA. With help from the CPA 10% reserve funding, the school district is setting the goal of having 25 students attain the Local Level Leadership Credential, 10 receive the State Level and Local Level Leadership Credentials, and 2 receive the National, State, and Local Level Leadership Credentials.</p> <p>DECA Leadership credentials provide students with the opportunity to demonstrate achievement of the <i>Wisconsin Academic Standards for Marketing Education</i>. Some of the standards students achieve include applying problem-solving skills, ethical behavior, and the goal-setting process to individual/team work, marketing activities, and DECA. The credential promotes excellence and the development of leadership skills needed for personal and professional success.</p> <p>DECA proposes to complete all of the requirements of the different Leadership Credentials. The outline follows:</p> <ol style="list-style-type: none">1. Eight students will attend the Chapter Officer Workshop (COW). These students will learn to develop a program of work for the chapter, participate in team-building activities, and develop communication skills. This will apply toward the Local or State Leadership Credential. Also at COW, the responsibility of providing leadership for the different events will be divided up amongst these students. This will apply toward Local or State Leadership Credential.						

Funding Source	Type of Certificated Program	Fiscal Agent
MM & EE	DECA Leadership	CESA #3
Project Description <i>continued</i>		5-99032/R29-3
<p>2. Twenty students will attend the Fall Leadership Lab in Wisconsin Dells. This lab focuses on teamwork, communication, and problem solving. This activity will be a great experience for the entire chapter and will apply toward the Local Leadership Credential.</p> <p>3. Fifteen students will participate in study nights for the District Career Development Conference and will then compete in different career areas to apply the concepts learned in class in a practical, hands-on way. Ten students will continue on to the State Career Development Conference and compete, continue to apply what has been learned, and attend the Executive Leadership Seminar, fulfilling a State Level Leadership Credential.</p> <p>4. All chapter members will participate in the MDA campaign and other civic consciousness projects such as Trick O' Treating for Canned Goods. This fulfills the State Level Leadership Credential.</p> <p>5. Two students will complete the requirements of DECA's Gold Student Program, documenting leadership abilities. These students will then attend the International Career Development Conference and participate in the Executive Leadership Seminar.</p> <p>The concepts taught at these activities provide students with real-world skills that they will be sure to use in future education and careers. By completing the tasks necessary to achieve the Leadership Credentials, students will be a step ahead of the competition and become more appealing as potential employees or as prospective students at educational institutions.</p>		

Funding Source	Type of Certificated Program		# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
MM & EE	SBE		173	50	86	45
Fiscal Agent	Participating District	Contact Person	Request		Grant	
CESA #6	Neenah	Melissa Kohn	\$18,270		\$18,000	
Project Description			5-99064/R29-3			
<p>The high school is supported with a student population of 2,200 and a community population of 24,697. Currently, the high school is one of the only schools in the Fox Valley that does not operate a <i>School-Based Enterprise</i> (SBE.). The high school would like to see the development of a SBE take place for the 2004-2005 school year. The project will aid in enhancing the academic skills of students that are necessary to prepare for future careers and internship opportunities. The school district is in support of the idea that hands-on experience is the most effective way to develop skills and reinforce marketing techniques taught within the curriculum. Students enrolled in the Marketing or Entrepreneurship courses will experience first-hand the commitment required to build a successful business from the ground up. Not only will the students be learning business skills necessary to succeed in the world of work, but they will also develop self-esteem and self-confidence in a very visible manner. The major emphasis of this project will be to improve overall student learning and achievements through the use of a retail-based learning lab. The high school is specifically requesting funds to develop the learning lab and the creation of support curriculum that will complement work-based learning and provide a link between the school and outside community.</p> <p>Specifically, the requested funds will be used for:</p> <ol style="list-style-type: none">1. Remodeling of a current classroom in order to allocate space for the SBE,2. The purchase of equipment and merchandising supplies to create a retail environment within the high school,3. Curriculum time and conferences that develop and expand the teacher's knowledge of all aspects of SBE operation and Marketing Education,						

Funding Source	Type of Certificated Program	Fiscal Agent
MM & EE	SBE	CESA #6
Project Description <i>continued</i>		5-99064/R29-3
<p>4. Provide carrer and technical education especially work-based learning to all students equally.</p> <p>Employability skills will be emphasized throughout the curriculum and students will have more oppportunities as a result of this project to learn all aspects of the business/industry. The project will begin in early July with ordering of merchandising materials and business equipment for the retail lab. Curriculum writing will follow addressing the specific state standards and workplace competencies that students will have to attain. The SBE will be located in the center of the school building across from the fieldhouse and adjacent to one of three cafeterias. The store will be open from 7:00 a.m. until 3:40 p.m. on school days. Special hours of operation will be set up during parent teacher conferences, special school performances, and tournament games. Profits from the store will be used to provide scholarship money to the two school store managers who are enrolled in the Internship program. The scholarship will be issued in place of a weekly wage. The additional profits will fund DECA competitions and provide a DECA scholarship for a senior who is pursuing a career in Marketing. The operation of the SBE will fully support a diverse group of students in grades 9-12. For many students, the SBE will provide the first work experience and training. For others, the program will provide an opportunity to build management, supervision, and leadership skills. The SBE will work into the marketing and business curriculum through the following courses:</p> <p><i>Marketing I</i>—a 12-week course with a past enrollment of 60 students. These students are sophomores, juniors, and seniors. This course has been predominantly taken by junior and senior students, with a slight rise in sophomore students this past year. Students in this course will be responsible for receiving training and working in the store as employees for course credit. The students in this course will focus on sales, customer service, economics, and market research. The curriculum will be taught through traditional means as well as through the retail, lab-based work experience. In addition to gaining workplace skills and knowledge, the students will have the opportunity to earn special recognition rewards and financial bonuses for achievements. Students in this class will be encouraged to work toward earning a Marketing Skills Certificate. Students who complete this accomplishment will receive special recognition on a transcript.</p>		

Funding Source	Type of Certificated Program	Fiscal Agent
MM & EE	SBE	CESA #6
Project Description <i>continued</i>		5-99064/R29-3
<p><i>Marketing II</i>—Students who continue with the marketing curriculum enroll in Marketing II. This again is a 12-week course that is open to sophomore, junior, and senior students. Past enrollment in this course has been around 20-25 students. These students will be responsible for becoming recertified to work in the store as employees before receiving credit. The students in this course will focus on the promotional mix and product mix proposals. The concepts of branding and pricing will also be addressed in curriculum and applied with store-based lab work. In addition to gaining work experience, the students have the option to complete the marketing skills certificate program or to begin a new skills certificate in sales or retail. Students who complete the skills certificate program will receive special recognition on a transcript. In addition to the possibility of earning multiple skills certificates and gaining work experience, students who complete Marketing I and Marketing II with a positive work history within the SBE, will be able to articulate these classes for credit within the Fox Valley Technical College System. This option is currently in negotiation with representatives from Fox Valley Technical College. The challenge in the past has been the trimester schedule. With the combination of the two courses and the work-based component, the option could become a reality as early as the 2004-2005 school year.</p> <p><i>Marketing Internship</i>—Those who complete Marketing I and Marketing II can apply to be a part of the Marketing Internship Program. The Internship program is a capstone course designed for seniors. Students in this class will be the "heart and soul" of the store. The SBE will operate under the direction of two store managers in the Internship Program. These students will be chosen based on an application and interview process. The SBE will provide these two students with a school-to-work placement site. In addition to learning about owning and operating a business, these two students will work toward a skills certificate in Executive Leadership. The store managers will work with the remaining Internship students (approximately 15-20) on various projects throughout the school year to develop the following: 1.) Human resources—students will be responsible for management and leadership, locating and selecting employees, recruitment, working with others, effective supervision, hiring, training, and incentive programs. 2.) Merchandising—students will be responsible for planning and budgeting, channels of distribution, purchasing, managing product lines, selecting</p>		

Funding Source	Type of Certificated Program	Fiscal Agent
MM & EE	SBE	CESA #6
Project Description <i>continued</i>		5-99064/R29-3
<p>and buying merchandise, negotiating with suppliers, and elements of pricing. 3). Accepting Promotional Mix Proposals—students will be responsible for selecting and implementing proposals created by the Marketing II class. These campaigns will then be recorded and evaluated based on success rates. In addition, the students will initially have to create grand opening and promotional campaigns, along with in store signage, and lighting. 4.) Operations—students will be responsible for the store layout, maintenance, service policies, credit and collection, receiving and checking merchandise, marking and stocking merchandise, and inventory management. 5.) Business Controls—students will be responsible for financing, merchandise records, sales and expense reports, tax records, financial statements, and risk management plans.</p> <p><i>Entrepreneurship</i>—Entrepreneurship is a stand-alone course that is open to students in grades 9-12. The average enrollment for this course is 45 students. Students enrolled in this course will get a “behind the scenes look” at the development and operation of a business. The SBE will be used in various case study and lab projects for students to understand the basics and risks associated with business ownership. Students in this class have the option to receive training and work-based learning opportunities within the SBE. The opportunity to earn a skills certificate in Entrepreneurship is also a goal. Those who accomplish this goal will receive special recognition on a transcript.</p> <p><i>Special Education</i>—The Special Education department will use the SBE a majority of the time during non-hours of operation. These students will work with the coordinator in order to gain work skills based on responsibilities determined by the Marketing and Special Education Coordinators. A select number of students will also receive store training and basic customer skills through the training of the senior management students and the Special Education Coordinator. The students under the direction of the Special Education Coordinator would be considered a stand-alone program and would not include the special education or learning disabled students who are involved in the courses previously mentioned. The special education students involved with the SBE would gain valuable work experience and self-confidence as a result of this program.</p>		

Funding Source	Type of Certificated Program	# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
MM & EE	DECA Leadership, ES	30	7	10	30
Fiscal Agent	Participating District	Contact Person	Request	Grant	
CESA #11	Ellsworth	Nancy Graese	\$19,482	\$14,600	
Project Description			5-99113/R29-3		
<p>The senior high school would like to implement a new <i>DECA Leadership</i> credential program along with an <i>Employability Skills</i> certificate program for all marketing education students.</p> <p>The high school currently has a marketing education program which includes classes in Marketing, Entrepreneurship, and Advanced Marketing. There are no resources or a vehicle for teaching retail operations, management, and customer service and there is a need to enhance the curriculum with a school store and additional resources from MarkEd. These enhancements will help students develop needed academic and technical skills for the on-the-job component of the Employability Skills certificate and leadership skills for the DECA Leadership Credential.</p> <p>There are 3.75 staff positions in the business ed/marketing department, with one teacher with a marketing license. There is no DECA chapter. Enrollment for marketing classes competes with other elective areas which are well-established. Thus, enrollment in marketing education classes averages about 100 students per year. Marketing courses are fairly new to the school district, and with the current budget crunch, additional dollars are not available to enhance and stimulate the marketing education program. This grant would strengthen and enhance the marketing education program, start a DECA chapter, develop a school store, and increase employability skills.</p> <p>The enhancement of the curriculum will be accomplished through purchasing MarkEd resources and developing a school store. Resources are needed for the marketing program and current budget limitations do not allow for these purchases. Space for a school store has been identified by administrators, the marketing instructor, and the business/marketing department chair. Equipment</p>					

Funding Source	Type of Certificated Program	Fiscal Agent
MM & EE	DECA Leadership, ES	CESA #11
Project Description <i>continued</i>		5-99113/R29-3
<p>for the school store is needed to make this learning opportunity a reality—cash register, software, store computer, display shelves, display lighting, hall display case, and a security camera which connects into the existing monitoring system in the building. The school store will provide opportunities for various learning activities for all the marketing education classes and for the DECA chapter and will provide a way for marketing education students to give back to the school and community.</p> <p>Students will be recruited into the DECA chapter through the marketing education classes. Inclusion into the curriculum of various activities/skills related to the DECA Leadership credential and inclusion of various activities related to the newly developed school store will help students prepare for leadership roles and help students work toward credentials for leadership in DECA. There will be after-school opportunities for involvement in DECA as well as participation in district conferences at UW-Stout and overnight leadership labs.</p> <p>The issues identified in the local plan related to global economy factors and difficulty in maintaining a workforce with sufficient skill levels are addressed through this application and the opportunities students will have through the enhanced marketing education curriculum, through experiences working/planning/managing the school store, and through involvement in the DECA chapter. These opportunities also address the local plan to move from teaching subject matter about marketing and business operations to teaching the process required in addressing questions about marketing as well as make practical judgements about what one should do, given the problem being faced. The enhanced curriculum, practical opportunities to apply principles in the operation of a school store, and DECA chapter activities also relate to the local project as students develop academic and career and technical competencies reflective of the knowledge, attitudes, and skills desired in the labor force.</p> <p>Staff are excited about the opportunities this project will make available for all marketing education students to apply <i>Wisconsin's Model Academic Standards for Marketing Education</i> to DECA and marketing activities. The marketing instructor has been involved in the planning of this project and will be instrumental in carrying out the activities in order to reach the project goals and will be</p>		

Funding Source	Type of Certificated Program	Fiscal Agent
MM & EE	DECA Leadership, ES	CESA #11
Project Description <i>continued</i>		5-99113/R29-3
<p>provided time to 1) obtain resources and incorporate them into the marketing education curricula; 2) develop and incorporate school store activities into marketing curricula; 3) develop and charter a DECA chapter; 4) support students to achieve the local level DECA leadership credential, and 5) to take students to leadership conferences during the school year. Others who will be involved include principal, business and marketing department chair and supervisor of the School-to-Work program including the Employability Skills standards certificated program; guidance counselors; and director of curriculum and instruction. The LVEC at CESA #11 will also participate in the planning, evaluation, and fiscal management of this project.</p>		

Funding Source	Type of Certificated Program		# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
MM & EE	ASK, E-Commerce CS		10	1	2	10
Fiscal Agent	Participating District	Contact Person	Request		Grant	
Eau Claire	Memorial High School	Laurie Hittman	\$5,200		\$4,500	
Project Description			5-15541/R29-5			
<p>This project will assist in implementing Skills Standards for students in the Marketing Education program. Instructors have assisted in the development of the Skills Standards Workbook for E-Commerce. The Marketing Education program is highly committed to making the connection between the classroom and the workplace. There will be an enrollment of nine sections for the 2004-05 school year which is a strong tribute to the role of marketing in the community. The enrollment will include five sections of Marketing I and four sections of Marketing II with 70 students involved in the co-op experience and 15 taking the second year course for one credit. It is not possible to offer a co-op experience to all students in the Marketing II course because of the large enrollment. The total enrollment will be in the 240 population range for the upcoming school year. There was tremendous interest in the E-Commerce area. The E-commerce unit and number of days of instruction have increased to nearly two months because management terminology was implemented as well. Several computer labs were used from the school as well as a mini-lab in the classroom to teach the unit. A data projector is used from a previous grant to provide illustrations and community resource personnel have been incorporated in the training for students. Students have become increasingly aware of the opportunities in business and industry from an entrepreneur standpoint. There is a need to improve the ability of students to access information in the training facility without requiring the use of school labs that are becoming more difficult to reserve. Technology was improved several years ago through a 10% State reserve grant and the district did receive three computers through the grant but there is a need to upgrade drastically for the other classroom as some of the equipment is outdated, but mainly so students may have access to the equipment without waiting for others to finish work. Therefore, the purchase of several computers for the classroom that is designated as a computer lab is being requested.</p>						

Funding Source	Type of Certificated Program	Fiscal Agent
MM & EE	ASK, E-Commerce CS	Eau Claire
Project Description <i>continued</i>		5-15541/R29-5
<p>When the school was remodeled, the program was given two permanent classrooms, two offices, and a storage area used only by the Marketing program. There are only five fully operable computers and a couple that are in need of repair. The computers are used for a variety of activities such as PowerPoint presentations, spreadsheet analysis, Print Artist flyers, and Internet searches. There is a need to purchase computers through this grant that will bring the program closer to the goal of 15 computers. The program needs computers that will be able to allow word processing, Power Point, Print Artist, spreadsheets, and Internet. The school has a tremendous network that allows students to access work throughout the entire school district. The program's primary classroom is completely wired to support the increased number of computers. The district would also like to sustain many of the current program activities such as the Mentor Training Breakfast, the DECA Appreciation Banquet, the ASK Institute, as well as a Twin Cities field trip.</p> <p>The ASK Institute is something that was implemented in the 2003-04 school year to the Marketing II students. The ASK Institute is a great way for students to take credential testing to have the opportunity to earn national marketing credentials. The high school was chosen as one of the pilot schools for the 2003-04, but the school district wants to continue to implement this incredible opportunity each year for the Marketing II students and include a variety of entrepreneurial businesses. It has become increasingly difficult to raise funds in the recent economic times and the school district continues to offer a multitude of activities such as the Twin Cities Field Trip, Mentor Recognition Banquet, Career Fair, district, state, and national competitions, Kids Halloween Party, social activities, officer training, and the Scholarship Program. There are usually 100 students involved in the competitions. The materials, registrations, and transportation requirements are just one example of the burden placed on local fundraising efforts.</p>		

Funding Source	Type of Certificated Program	# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
MM & EE	ASK	60	5	0	60
Fiscal Agent	Participating District	Contact Person	Request	Grant	
Kenosha	Bradford High School	Greg Wright	\$26,500	\$19,500	
Project Description			5-27931/R29-5		
<p>The school district is newly implementing the following program models for the 2004-2005 fiscal year: A*S*K* Institute Certification of Core Knowledge in Marketing and Business; which falls into the number one Marketing Education major program model priority.</p> <p>The following courses are offered: Marketing, Leadership, Sportainment, Retail Merchandising and Management (with internship), and Advanced Marketing (with internship) and Small Business Ownership. There are two work-based opportunities through Retail Merchandising and Management and Advanced Marketing courses. The following are curriculum highlights: PlayShop (team-building workshop), Guest Speaker Project, Business Tour Project, Breakfast with Business Partners, In-School Tradeshow, School Store presentations at conferences, Marketing Plans, Annual Reports, Professional Development Readings, Marketing Portfolios, Managing Outside Events (School Store and Sportainment). Work-based activities include: Parent/Student/Employer Internship meeting at the beginning of the school year, Internship evaluation meetings, Internship meetings, Worksite Assignments, Skill Standards (three categories), end of the year Internship Banquet. Incorporating the A*S*K* Institute into the Sports and Entertainment, Retail Merchandising and Management, Advanced Marketing and Marketing course curriculum will help obtain Honors Option status within the school district. Students signing up for the Honors Option portion would be required to participate in the A*S*K* Institute online test.</p> <p>Currently, students who stay with the program for three years could walk away with three different Skill Standard Certificates. Adding the A*S*K* Institute Certification would provide a fourth opportunity.</p>					

Funding Source	Type of Certificated Program	Fiscal Agent
MM & EE	ASK	Kenosha
Project Description <i>continued</i>		5-27931/R29-5
<p>DECA currently has 210 members enrolled in its organization. Some of the activities include: Chapter Officer Workshop (7 officers), Parent's Night Presentation, Fall Kick-off Social, MDA campaign activities (currently have raised \$13,125), IntraSchool Competition, UW-Whitewater Competition, District Competition, Central Regions Leadership Development Conference, second semester Kick-Off Social, DECA week promotion of courses and program, State Competition, Earth Day Clean Up project, International Competition, end of the year banquet, and end of the year social.</p> <p>There are approximately 120 members enrolled in the honors option classes (Sportainment, Retail Merchandising and Management, Marketing and Advanced Marketing). Ultimately the following will be achieved through implementation of this new program: identify individuals who meet marketing validated standards, document achievement, connect high-achieving students with marketing partners and encouraging articulation of high school and college curricula. Ultimately, the goal is to get the advanced -level classes to have Honors Option to reposition the courses as "academic" in the minds of students and parents. Currently, all advanced-level Marketing classes are articulated with Gateway Technical College.</p>		

Funding Source	Type of Certificated Program		# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
MM & EE	General Marketing CS, E-Commerce CS		12	3	3	12
Fiscal Agent	Participating District	Contact Person	Request		Grant	
Marshfield	Marshfield	Jane Wagner	\$12,960		\$8,500	
Project Description			5-33391/R29-5			
<p>Historically, few opportunities have been available for marketing students to formally document learning. At the same time, many marketing students enter the workforce with an understanding of basic business and marketing concepts. Often, knowledge of marketing/business helps the student become productive more quickly than others with lesser knowledge and fewer skills.</p> <p>The priority for this proposal focuses on the development of a web-based component to the Store. Currently, the “Tigers’ Den” has a limited inventory of school related merchandise that is sold during school hours and at home football games. There has been a limited effort to make the community aware of the store through the school district’s web site, but there has been no effort to take orders on-line. The Marketing instructor is currently in negotiations with a local business entrepreneur to expand the product line. The creation of an E-commerce site will allow students to better serve not only this local community but alumni living outside of the community. This project will allow students to gain a better understanding of what e-commerce is and the distribution process including maintenance of inventory, customer service, and vendor relations. In addition to the development of the actual web site, students will also be creating promotional materials.</p> <p>This plan will only work if the general public is made aware of the existence of the web-based store. Students will develop materials including catalogs, brochures, and posters to advertise the newly-created on-line "Tigers' Den.” Students will gain valuable experience with the technology that is being used in the industry today while providing a service to school staff, students, and residents of the</p>						

Funding Source	Type of Certificated Program	Fiscal Agent
MM & EE	General Marketing CS, E-Commerce CS	Marshfield
Project Description <i>continued</i>		5-33391/R29-5
<p>community. Students involved in the operation of the on-line store may earn <i>General Marketing</i> or <i>E-Commerce Co-op Skill Certificates</i>. The development of the web-based enterprise is crucial for the continued success of the “Tigers’ Den” and the continued involvement of DECA students in the community and the state organization. The anticipated loss of revenue from soft drinks and snack food sales next fall due to the implementation of the district’s “Healthy Life Styles Initiative” makes it imperative that new revenue sources be initiated. Without additional revenue, local, state, and national student participation may need to be reduced.</p> <p>In 2004, the Marketing instructor, Business department chairperson, and Career and Technical Education Coordinator will conduct a focus group comprised of students and the School-to-Career Advisory Committee to investigate the potential of offering the A*S*K Institue Credential to students. Discussion topics will include how to sustain the program considering the expenses related to site fees and student testing fees during a climate of declining budgets, and the potential for post-secondary university and technical college articulation for students who earn the certification.</p> <p>The high school program consists of four classes based upon the <i>Wisconsin Model Academic Standards for Marketing Education</i> and incorporates the <i>Wisconsin Model Academic Standards for Mathematics, Science, Communication Arts, and Social Studies</i>. The program includes Sports & Event Marketing, Marketing, Advertising & Sales, and Marketing Co-op. The coherent and sequential programming includes basic marketing content followed by advanced marketing content, work-based learning, and DECA as an active career and technical student organization. Students are eligible to earn four advanced standing marketing credits with Mid-State Technical College. Students are exposed to both project and real-world learning through coursework, DECA activities integrated in each class, and participation in the "Tigers' Den" school store. Topics covered include the basic marketing functions, event marketing, and a special emphasis on selling and promotional skills. Students enrolled in Marketing Co-op will be eligible to earn State skills certificates while working for local employers including Athlete's Foot, Perkin's Family Restaurant, Shopko, and numerous other locations.</p>		

Funding Source	Type of Certificated Program	Fiscal Agent
MM & EE	General Marketing CS, E-Commerce CS	Marshfield
Project Description <i>continued</i>		5-33391/R29-5
<p>Project Goals:</p> <ol style="list-style-type: none"> 1. Provide performance-based learning experiences such as creating the "Tigers' Den" web site, designing and distributing promotional materials for the web site, and collaborating with local vendors to purchase new merchandise for the "Tigers' Den." 2. Implement the industry-based skill standards of E-Commerce and Basic Marketing for Marketing Co-op students. 3. Improve student understanding of E-Commerce activities and prepare them for post-secondary education or careers. 4. Purchase industry standard equipment and software to train students to implement an E-Commerce site for the "Tigers' Den." 5. Provide a method to expand community support for the high school and DECA Alumni support of the program. 6. Develop working relationships with local vendors and utilize marketing expertise to assist students. 7. Provide a way to increase revenues for the "Tigers' Den" that will allow continued support of student DECA participation in the local, state, and national organization. 8. Promote articulation of the high school Marketing course(s) for four credits in Marketing Principles at Mid-State Technical College. 9. Investigate the possibility of becoming an A*S*K (Assessment of Skills and Knowledge) Institute testing site. 		

Funding Source	Type of Certificated Program		# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
MM & EE	ASK		25	3	2	25
Fiscal Agent	Participating District	Contact Person	Request		Grant	
Merrill	Merrill	Marla Konkol	\$22,065		\$17,000	
Project Description				5-35005/R29-5		
<p>The program that is to be implemented is the A*S*K Credential and Entrepreneurship Skill Certificate. This program would be added to enhance the curriculum. The program has been in existence since 1998. During the first year, there was a semester of marketing available to students. In the second year, marketing was changed to a full-year course, DECA was started, and a school store was opened (operated by marketing students). In the third year, Marketing Co-op was added to the program and the Employability Skills certification was made available to the students. In the fourth year, another marketing certification was made available to the students. Thus, by the end of the the fourth year, the program consisted of two introduction to business courses, one full-year marketing course, one-full year Marketing Co-op program, and a 100% marketing student DECA membership. During the fifth year, the program earned the gold level certification for the school store (the school-based enterprise certification) and increased DECA membership. This year the Stuff 'N' More Store will be recognized again as a gold level SBE at the DECA International Career Development Conference in May. In addition to this accomplishment, there were more DECA students that earned awards at district competition than any other year. Nine out of 25 students earned awards; the high school came home with 17 awards. Four of these awards included overall series winners.</p>						
<p>Furthermore, the program is articulated with Northcentral Technical College and with Nicolet Technical College. Both of these technical colleges are articulated with UW-Stout. Therefore, the high school students can earn credit at the high school level, earn credit at the technical college level, and earn credit at the university level by taking high school courses. The program looks for more opportunities in which it can assist students in pursuing a successful career. The 2003-04 program goal is to provide more</p>						

Funding Source	Type of Certificated Program	Fiscal Agent
MM & EE	ASK	Merrill
Project Description <i>continued</i>		5-35005/R29-5
<p>opportunities for students to earn the DECA Leadership Credential. There has been more student involvement than ever in DECA activities this year.</p> <p>In implementing the A*S*K Institute, the program plans on incorporating it into its curriculum. It will be used in the following ways:</p> <ul style="list-style-type: none"> -pretest and post test for the students, -aiding the evaluation and effectiveness of its marketing curriculum, -aid in promoting the marketing program within the school district. <p>The teacher will be the one who organizes the A*S*K Institute, enables the students to take the program, provides a test administrator, and utilizes the results of the testing for improving the current marketing curriculum. The teacher will also prepare the curriculum and planning for students.</p>		

Funding Source	Type of Certificated Program	# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
MM & EE	Executive Leadership CS	74	3	2	74
Fiscal Agent	Participating District	Contact Person	Request	Grant	
Rice Lake	Rice Lake	Charlotte Berger	\$3,900	\$3,000	
Project Description			5-48021/R29-5		
Implementation of Co-op Skill Certificate Program— <i>Executive Leadership</i>					
This grant will enable the school district to provide students the opportunity to work toward achieving leadership skills needed for personal and professional success.					

Funding Source	Type of Certificated Program		# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
MM & EE	ASK		30	10	4	30
Fiscal Agent	Participating District	Contact Person	Request		Grant	
Verona	Oregon	Dale Herbers	\$47,840		\$12,730	
Project Description			5-59011/R29-4			
The purpose of this project is to offer the opportunity for students to formally document learning through completing an online exam through the <i>A*S*K</i> Institute.						
<p>Current Program Overview: The program offers students an opportunity to develop skills, knowledge, and abilities for a career in the area of marketing. This year, there are four classes offered. Freshman students may enroll in Introduction to Business and Marketing. This one-semester class allows students to identify occupations in marketing and plan the additional training and experiences needed in order to pursue a successful career. Principles of Marketing is a full year class offered to 10th, 11th, and 12th grade students. This class allows students to develop an understanding of the seven marketing functions. Principles of Marketing is a prerequisite to all other marketing classes. Sports and Entertainment Marketing is a one-semester class that allows students to explore career opportunities and develop skills necessary for an entry-level job in the marketing of sport and entertainment events. The final class offered in the program is Advanced Marketing. This class allows students to develop the advanced skills to manage marketing activities related to the seven marketing functions. Students are also given the opportunity to earn marketing related skill certificates. Currently, junior and senior students may earn certificates in the areas of Marketing, Retail Marketing, and Technology.</p> <p>The skill certificate work-based program is supported by a number of local businesses who employ and train students in marketing related occupations. Junior and senior students interested in this program complete an application followed by a screening interview by an interview committee composed of the district's School-to-Career Coordinator, guidance counselor and one or more business</p>						

Funding Source	Type of Certificated Program	Fiscal Agent
MM & EE	ASK	Verona
Project Description <i>continued</i>		5-59011/R29-4
<p>representatives. Students selected for the program are given assistance in obtaining employment with a business that will provide training in a chosen marketing related occupation. After employment is secured, a training agreement is signed by the student, parent, business training sponsor (mentor), and the coordinator during a scheduled meeting at the work-site. Students complete weekly reports of job activities. Student performance is reviewed by the work-site mentor on a quarterly basis (the coordinator, parent, student, and mentor are a part of this quarterly review held at the work site). Students select one of a number of different marketing related skill certificate programs based upon employment and career objectives.</p> <p>Proposed Projects: The successful implementation of this project will add a new element to the existing program. With the addition of the ASK institute, students who have completed any sequential classes after they complete the Principles of Marketing class will be encouraged to complete the online ASK exam. The ASK Institute, based upon industry standards, will formally document the learning completed by students. Any student who completes the Principles of Marketing class with a grade of "B" or better will also be encouraged to take this exam. Information promoting this exam will be included in all class descriptions sent to parents via handouts distributed during parent-teacher conference held in fall and spring. The monthly newsletter will also have information about the ASK certification. Exams will be offered during the first two weeks in May. Exams will be given during the school day. Exams will be proctored by a certified teacher.</p> <p>The teacher is involved in the implementation of all aspects of this project. The teacher will be responsible for all curriculum planning related to the promotion of and planning to conduct the ASK certificate project. The teacher will also be responsible for promoting and supervising the involvement of students in the state leadership labs.</p>		

Funding Source	Type of Certificated Program		# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
MM & EE	ASK, SBE		152	2	2	0
Fiscal Agent	Participating District	Contact Person	Request		Grant	
Whitnall	Whitnall	John Hedstrom	\$12,700		\$10,000	
Project Description				5-64701/R29-4		
a) This grant is addressing the initial implementation of a <i>School Based Enterprise</i> certificate program and the <i>A*S*K</i> Institute program. At this time, the school district is in the secondary stage of implementing a Marketing Education program.						
b) At the present time a level one marketing course Principles of Marketing and Sports and Entertainment Marketing is offered. The program currently serves over 150 students enrolled in one or more marketing based courses. In addition, a DECA chapter has been established modeling the DECA Leadership Credential program. The local program will offer a level two advanced marketing course with a co-op work-based learning opportunity entitled Marketing Management beginning 2004-05. This course will incorporate a co-op and Employability Skills Certificate program.						
c) The local program seeks to enhance the validity of the current Marketing Education Program. The implementation of the A*S*K Institute will help to increase accountability of the teacher, increase student learning, and enhance portfolios and resumes via formal recognition of learning achievements by an objective third party documentation of the learning achievement through the use of the A*S*K Marketing/Business certificates. The local program also seeks to utilize the A*S*K Institute to aid in connecting high-achieving students with marketing/business partners and use the institute as a platform to encourage articulation of high school and college curricula. Specifically, the school district plans to incorporate the usage of online exams that will help to ensure valid, objective, and reliable test taking and computers were obtained through a 10% grant received in 2003-04. In addition to online testing, the local program seeks to incorporate the certificated program for marketing/business derived standards for core business concepts and skills through the A*S*K Institute.						

Funding Source	Type of Certificated Program	Fiscal Agent
MM & EE	ASK, SBE	Whitnall
Project Description <i>continued</i>		5-64701/R29-4
<p>d) As part of the secondary phase of implementation for a certified program, the implementation of a School Based Enterprise for the 2004-05 school year would be integrated into the current curriculum. This would work in conjunction with the current course offerings in the area of marketing. Implementation of a School Based Enterprise would serve as the final piece to complete the traditional three integral components to a Marketing Education program.</p> <p>In addition, for school districts that would be interested in pairing for Co-op Skills Certificate and Employability Skills programs in Marketing, the Southwest Consortium schools are utilizing existing infrastructures established for Youth Apprenticeship programs under the Governor's Workbased Learning Board grant that the consortium has had for the past four years. This structure provides a coordinator, and school based representatives in each building to provide on-site coordination and monitoring of students in the classroom and workplace. This coordinates with other skill certificated programs in Auto, CISCO, Finance and Child Care, that the consortium jointly operates. The same consortium districts are currently engaged in writing a joint Education for Employment Plan.</p>		

Funding Source	Type of Certificated Program		# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
MM & EE	ASK		35	4	17	35
Fiscal Agent	Participating District	Contact Person	Request		Grant	
Wisconsin Rapids	Wisconsin Rapids	Eric Siler	\$13,020		\$12,000	
Project Description			5-66854/R29-5			
The purpose of this project is to integrate the <i>A*S*K*</i> institute certification into the existing skills certified co-op programs. This appears to be a wonderful tool that will validate the skills and requisite knowledge students have upon completion of a program. The funds being requested will be used to pay the expenses of becoming a testing site and be able to provide the test for a minimum of 35 students. In order to continue to improve the entire skills certified co-op programs, additional equipment, supplies, and extended contracts for two marketing instructors to work with and educate local employers on the role of A*S*K* Institute are being requested.						

Other-Multi Discipline

Funding Source	Type of Certificated Program		# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
Other-Multi	Health Services YA		72	40	35	50
Fiscal Agent	Participating District	Contact Person	Request		Grant	
CESA #7	Pulaski Community	Jim Krueger	\$15,590		\$14,031	
Project Description				5-99071/R29-3		
<p>Purpose—This project will allow approximately 72 students the opportunity to use cutting edge technology in the studies of cell tissue culturing in a Biotechnology Course that is team taught between the agriculture and science departments. This course receives science credit toward graduation requirements. The <i>Health Services Youth Apprenticeship</i> program would utilize the biotechnology course to enhance the current curriculum. Biotechnology is a critical area for students entering health services occupations. For the 2004-2005 school year, seven students have applied for the Health Services Youth Apprenticeship program. While the interest in biotechnology is extremely high, there is not a biotechnology base that would allow the district to run a discrete Biotechnology Youth Apprenticeship program. In addition to these students, an additional 65 students would have the opportunity to work towards obtaining articulated credit in the biotechnology area with Madison Area Technical College. Students would also have crucial skills for success in UW-River Falls Biotechnology Program and Major. This will give students a competitive advantage in applying for internships and employment positions in the biotechnology industry as well as providing students with the strong credentials needed for acceptance into selective post-secondary education organizations.</p> <p>The school district prides itself on its ability to offer Career and Technical Education students a “state of the art” education. The focus is on all students encompassing four-year college students to those that are work bound. Students utilize a Career Meaningful Course Selection Book based on career clusters and occupations for all levels of education to assist with selection of classes. The biotechnology course is a recommended course within the Health subcluster.</p>						

Funding Source	Type of Certificated Program	Fiscal Agent
Other-Multi	Health Services YA	CESA #7
Project Description <i>continued</i>		5-99071/R29-3
<p>This grant request for funding of the tissue culturing equipment is one piece in a large puzzle that, when completed, will portray the high standards established for all students by the CTE departments. The district is continuing to vigorously work toward all five of the Carl Perkins State goals.</p> <p>The extensive work-based learning programs involve all four CTE departments and are available to and utilized by college bound as well as special needs students. There are 11 students participating in the youth apprenticeship program. For the 2004-2005 school year, 19 students are pursuing youth apprenticeship positions. The district participates in the Partners in Education Program through the Green Bay Chamber of Commerce and prides itself on being actively involved in all programs available to youth. The biotechnology course for which this equipment is requested is an example of efforts to provide students with relevant and up-to-date experiences which will assist them in entering the workplace and succeeding in post-secondary experiences.</p> <p>Students are also evaluated twice a year by teachers on the soft skills—teamwork, cooperation, initiative, effort, interpersonal skills, quality of work, responsibility/time management, decision-making, and respect for self and others. As a faculty, the district believes these qualities are as critical to develop as the academic skills. All CTE departments have written standards and benchmarks that address the need for rigor and relevance in all areas of curriculum. All four CTE student organizations—FFA, FBLA, FCCLA, Skills USA-VICA—are a vital part of the departments. The district is also an active participant in the Tech Prep Initiative through NWTC and have courses in the agriscience/agribusiness, business education, English, FACS, math and tech ed departments articulated with Northeast Wisconsin Technical College.</p> <p>In August 2002, the district received the Department of Public Instruction’s Certificate of Recognition for outstanding performance in meeting or exceeding Wisconsin’s Core Indicators and levels of performance under the Perkins Vocational and Technical Education Act.</p>		

Funding Source	Type of Certificated Program		# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
Other-Multi	Employability Skills		30	5	2	0
Fiscal Agent	Participating District	Contact Person	Request		Grant	
CESA #9	D C Everest	Fred Skebba	\$20,000		\$18,000	
Project Description				5-99092/R29-3		
<p>To fully implement the Wisconsin Department of Public Instruction's <i>Employability Skills</i> Certificate program in the D.C. Everest, Mosinee, and Wausau school districts with a strong collaborative effort, and support from the Marathon County area's business community through the efforts of an Employability Skills Coordinator. This program will allow access to a far greater student population, which will include both students enrolled in vocational areas and students in the core academic areas.</p> <p>This program objective will require considerable resources, primarily in the form of coordination time and energy to:</p> <ul style="list-style-type: none">-Work with students, teachers, counselors, STW coordinators, and other school district staff to implement the program fully in three districts and do recruitment, mentor training, follow up and coordination of area businesses-With budget restrictions these school districts face, there is the intellectual support but not the financial means to fund a coordinator position. <p>By working together, collaboratively, the three districts would support a full-time position. D.C. Everest, Mosinee and Wausau School Districts share of this position would be 1/3 or \$20,000 each. This coordinator will be hired through CESA with CESA 9 as the fiscal agent. Credit is granted through Family and Consumer Ed Internship, Technology/Agriscience Internship, and Special Ed Work-based Learning. These are the students who will be included in the Employability Skills program. Part of this coordinator's responsibility will be to work toward Board approval and implementation of a credit granting methodology for other students for this Employability Skills Certificate Program.</p>						

Funding Source	Type of Certificated Program	# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
Other-Multi	Employability Skills	15	10	2	0
Fiscal Agent	Participating District	Contact Person	Request	Grant	
CESA #9	Mosinee	Fred Skebba	\$20,000	\$18,000	
Project Description			5-99091/R29-3		
<p>To fully implement the Wisconsin Department of Public Instruction's <i>Employability Skills</i> Certificate program in the Mosinee, D. C. Everest, and Wausau school districts with a strong collaborative effort, and support from the Marathon County area's business community through the efforts of an Employability Skills Coordinator. This program will allow access to a far greater student population, which will include both students enrolled in vocational areas and students in the core academic areas.</p> <p>This program objective will require considerable resources, primarily in the form of coordination time and energy to:</p> <ul style="list-style-type: none">-Work with students, teachers, counselors, STW coordinators and other school district staff to implement the program fully in three districts and-Do recruitment, mentor training, follow up and coordination of area businesses <p>With budget restrictions these school districts face, there is the intellectual support but not the financial means to maintain a coordinator position.</p> <p>By working together, collaboratively, the three districts would support a full time position. D. C. Everest, Mosinee and Wausau school district’s share of this position would be 1/3 or \$20,000 each. This coordinator will be hired through CESA with CESA 9 serving as the fiscal agent.</p>					

Funding Source	Type of Certificated Program	Fiscal Agent
Other-Multi	Employability Skills	CESA #9
Project Description <i>continued</i>		5-99091/R29-3
<p>Currently, credit is granted for students involved in the Employability Skills Certificate program. Students participating in the Education for Employment program, a work-based learning opportunity for juniors and seniors, are registered with the Department of Public Instruction's Wisconsin Employability Skills Certificate program. The competencies outlined by the DPI, through this program, are used in part to foster the development of each student's soft/employability skills.</p> <p>One of the goals of this project during the first year is to increase student participation in the Employability Skills Certificate program by extending participation to special population students involved in work-based learning, (as a part of an Individual Education Plan), and the local Agriculture Cooperative program students. A goal for the following year would be to extend this program to students in other vocational and academic areas.</p>		

Funding Source	Type of Certificated Program	# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
Other-Multi	Employability Skills	16	20	2	0
Fiscal Agent	Participating District	Contact Person	Request	Grant	
CESA #9	Wausau East	Fred Skebba	\$20,000	\$18,000	
Project Description			5-99093/R29-3		
<p>To fully implement the Wisconsin Department of Public Instruction's Wisconsin <i>Employability Skills</i> Certificate program in the D. C. Everest, Mosinee, and Wausau school districts with a strong collaborative effort, and support from the Marathon County area's business community through the efforts of an Employability Skills Coordinator. This program will allow access to a far greater student population, which will include both students enrolled in vocational areas and students in the core academic areas.</p> <p>This program objective will require considerable resources, primarily in the form of coordination time and energy to: Work with students, teachers, counselors, STW coordinators and other school district staff to implement the program fully in three districts and do recruitment, mentor training, follow up and coordination of area businesses.</p> <p>With budget restrictions these school districts face, there is the intellectual support but not the financial means to fund a coordinator position.</p> <p>By working together, collaboratively, the three districts would support a full time position. D. C. Everest, Mosinee and Wausau School Districts share of this position would be 1/3 or \$20,000 each.</p> <p>Currently, credit is not part of the Employability Skills Certificate program in the Mosinee, D.C. Everest, and Wausau areas. Part of this coordinator's responsibility will be to work toward Board approval and implementation of a credit granting methodology for this Employability Skills Certificate program.</p>					

Funding Source	Type of Certificated Program	# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
Other-Multi	ProStart II	35	12	14	20
Fiscal Agent	Participating District	Contact Person	Request	Grant	
CESA #10	Bruce	William Harycki	\$49,875	\$33,782	
Project Description			5-99101/R29-3		
This project will be an enhancement and extension of the Food Service Co-op program currently being offered. Students enrolled in foods classes can currently be certified in ServSafe Sanitation and Safety, ProStart I and Food Service Skills Standards. Since the foods courses are growing in both male and female enrollment, <i>ProStart II</i> will be added to meet the needs of the students. There are graduates who have received post-secondary degrees in the culinary arts. To further meet the school-to-work needs of the students, an updating of a 50's kitchen is needed by adding commercial equipment to the department. Further culinary arts training of the instructor will benefit the family focused FCE curriculum. In addition, the students working with the TV Production and Business classes will create and present programs to the community through a television program on a local station and the school's web page. Priorities for activities in this grant will include classroom instruction focusing on ServSafe and ProStart I and II. In addition, students will participate in a restaurant simulation that will enhance knowledge in working in the food service industry. Upon completion of the Career Foods class, the students will be able to enroll in the Food Service Skills Standards Certificate Program.					

Other—Employability Skills

Funding Source	Type of Certificated Program		# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
Other-ES	Employability Skills		10	3	4	0
Fiscal Agent	Participating District	Contact Person	Request		Grant	
CESA #11	Birchwood	Nancy Graese	\$8,959		\$8,959	
Project Description				5-99119/R29-3		
<p>The high school does not have any school-supervised work-based learning opportunities for students. A team of teachers with administrative support would like to put in place an <i>Employability Skills</i> Certificate program for students beginning with the 04-05 school year. The program will add important elements and structure to the inaugural general work experience program. This project would provide a framework and support for the high school to get this effort operational. Time will be provided to Career and Technical Education and Guidance staff for recruitment purposes. Recruitment measures include both the students and the local employers. The Business and Information Technology teacher will serve as the program coordinator. The teacher and the principal will work with the students and the mentor/employers. Once enrolled, the students will work toward mastery of employability skills as identified by the SCANS report. Students will explore a career interest through the work experience and develop a career plan.</p> <p>In-service time will be utilized throughout the school year for the CTE teachers, the guidance counselor, and other teachers involved in this effort to touch base and evaluate the project at that point in time. This communication tool will assess progress at any point in time and also continue to educate the teachers regarding all elements of a successful program.</p> <p>Expected student benefits include; valuable learning through school supervised work-based learning experience, mastery of employability skills, Wisconsin credential recognizing mastery. This project will be the start of a student tradition.</p>						

Funding Source	Type of Certificated Program		# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
Other-ES	Employability Skills		30	11	8	0
Fiscal Agent	Participating District	Contact Person	Request		Grant	
CESA #11	Durand	Nancy Graese	\$10,379		\$10,379	
Project Description				5-99112/R29-3		
<p>The school district believes that valuable work-based learning opportunities are important for a successful high school career. There has been a general work experience program that needs to be taken to a higher student performance level. The student/employer relationship needs to go beyond the paycheck. There are plans for working with employers regarding developing a mentor relationship with the student employee. The Wisconsin <i>Employability Skills</i> Certificate program will add important elements and structure to the general work experience program. This project would provide a framework and support for the high school to get this effort operational. Time will be provided to Career and Technical Education staff for recruitment purposes. Recruitment measures include both the students and the local employers. The Technology & Engineering teacher will serve as the program coordinator. The teacher and the high school principal will work with the students and the mentor/employers. Once enrolled, the students will work toward mastery of employability skills as identified by the SCANS report. Students will explore a career interest through the work-based learning experience and develop a career plan.</p> <p>In-service time will be utilized throughout the school year for the CTE teachers, the guidance counselor, and other teachers involved in this effort to touch base and evaluate the project at that point in time. This communication tool will assess progress at any point in time and also continue to educate the teachers regarding all elements of a successful program.</p> <p>Expected student benefits include; valuable learning through school supervised work-based learning experience, mastery of employability skills, Wisconsin credential recognizing mastery. This project will be the start of a student tradition.</p>						

Funding Source	Type of Certificated Program		# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
Other-ES	Employability Skills		10	8	3	5
Fiscal Agent	Participating District	Contact Person	Request		Grant	
CESA #12	Winter	Fred Schlichting	\$5,250		\$5,250	
Project Description				5-99123/R29-3		
<p>A few years ago a plan was implemented to create a school-based enterprise in the special education setting for regular and special education students. Students created and continue to run a business named Winter School Fabulous Craftworks. The business creates original products for sale in local gift shop. Students are responsible for all aspects of the business including production, recordkeeping, marketing, advertising, sales, and development of new ideas. The unique handmade merchandise is also sold in two local gift shops as well as in the school store. The business continues to grow. The business is ready to expand in a new direction. The goal is to develop a business on the web and to include the <i>Employability Skills</i> Ccertificate program by integrating this program with a business education computer applications class to develop an e-commerce school-run enterprise to provide students experience in design, marketing, and sales on the web. The course would be a year long for one credit. The business ed. teacher will be teaching the course and the special ed. teacher will be working to provide employability skills and job site evaluations. Goals are:</p> <ul style="list-style-type: none">▪ to plan, develop, and implement a model school-based e-commerce enterprise to articulate with area tech schools on post-secondary credits in web design▪ to work cooperatively with our current business education dept who has articulation with WITC▪ to work cooperatively with students enrolled in our high school computer application classes▪ to provide participating students the opportunity to learn skills useful for post graduate education▪ to provide local businesses post graduate trained personnel with positive work ethics						

Funding Source	Type of Certificated Program	Fiscal Agent
Other-ES	Employability Skills	CESA #12
Project Description <i>continued</i>		5-99123/R29-3
<ul style="list-style-type: none"> ▪ to enable students to develop life skills in money management and consumer awareness ▪ to provide a standard-based curriculum that allows students to meet academic standards ▪ to simulate a work experience program allowing our students to earn an Employability Skills certificate. 		

Technology and Engineering Education

Funding Source	Type of Certificated Program		# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
T & EE	PLTW (POE)		20	1	3	30
Fiscal Agent	Participating District	Contact Person	Request		Grant	
Brodhead	Brodhead	Eileen Daniels	\$23,940		\$21,000	
Project Description				5-07001/R29-4		
<p>This 10% grant is consistent with the basic Carl Perkins grant, "Preparing students for the 21st Century." Generally, both will improve or expand the use of technology and instructional aids in vocational and technical education programs as the district modernizes and upgrades to meet the new millennium. The district plans to provide students with strong experiences in all aspects of industry as well as to develop students’ abilities to utilize a wide range of state-of-the-art technologies. The State Plan Goals and Objectives serve as a basis, and the district will concentrate on Goal 1 which Wisconsin's Core Indicators and Adjusted levels of Performance addresses. The following broad goals will be the emphasis: A.) Provision of work-based learning experiences, articulation, and certification. Examples: Employability skills and industry-based skill standards in Project Lead the Way in Engineering, and articulation agreements; B.) Improvement, expansion, and modernization of quality career and technical education program; C.) Provision of professional development. Part of this will be training the teacher in skill standard achievements and in <i>Project Lead the Way (PLTW)</i> that the students will be working to master.</p> <p>One of the biggest challenges is encouraging nontraditional students to participate in Technology/Engineering Education. As technologies and course offerings are updated in Technology Education to include PLTW, an open house will be offered for middle and high school students and parents to show off the engineering projects. Partnerships within the community, businesses, and with post-secondary institutions are necessary to implement the PLTW certification, and community members' input is vital. The teacher, after training in PLTW curriculum, and the students will give a PowerPoint presentation on the benefits of PLTW certification to be shown in the middle school exploratory classes which all middle school students (including special needs) are required to take. Students will show a high mileage vehicle and a portfolio of projects. As a result of the identified goals, students will be better</p>						

Funding Source	Type of Certificated Program	Fiscal Agent
T & EE	PLTW	Brodhead
Project Description <i>continued</i>		5-07001/R29-4
<p>prepared to enter the world of work or post-secondary education with the benefits of articulated credits. By offering certificated and articulated learning opportunities students will be the winners. Business and industry/labor have been working with the schools to provide some work-based learning sites and this opportunity needs to be expanded for students. The district plans to provide certificated occupational training to more and varied students. The strategies to be implemented to bring the school district into compliance are detailed in this grant. With reference to the Local Profile section, the consortium will address the rate of participation of special populations. A high level of VE concentrator graduates engage in positive outcomes, and this needs to continue to be even on a higher level. The opportunity for all students to gain marketable skills will benefit all.</p> <p>The project is to begin a Project Lead the Way Engineering program. Actually, the Board of Education has approved it, and students have already signed up to begin in the fall. There are many components that have been planned for this project.</p> <ul style="list-style-type: none"> -Teacher will attend training in PLTW Engineering program. (1S1) -Teacher will update curriculum and integrate industry certification standards into an Engineering Course. (2S2) -Teacher will select appropriate instructional materials, and equipment to support the instruction of industry standards in the PLTW. (1S2) -Students will host an open house for parents and community, and for nontraditional students in middle and high school, thus providing a workshop in workplace ethics, diversity and harassment, and engineering. Students will show off portfolio of student projects. (3S1) -Girls will be targeted in encouraging them to explore engineering. Girls in current Technology Education classes and women engineers will speak to middle school students about careers in Engineering. (4S1) -Students will gain articulated credits, certification and training in workplace ethics, diversity and harassment. (2S1) 		

Funding Source	Type of Certificated Program		# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
T & EE	Safety-Career Safe (Withdrawn from funding)		240	21	16	0
Fiscal Agent	Participating District	Contact Person	Request		Grant	
CESA #5	Columbus	Pam Hilleshiem-Setz	\$5,070		\$1,737	
Project Description				5-99055/R29-3		
<p>This proposal is being submitted to create a model local Safety Plan for the Technology and Engineering Education program. The advice of a safety professional from the field will be consulted to assist with the development of the Safety Plan and a "third party" review will occur. Students will participate in the online OSHA <i>Career Safe</i> test to demonstrate certificate-based competencies. Following the OSHA "Career Safe" program guidelines, a written plan will be completed. As the plan is written special consideration will be given to areas of the lab that can be improved to encourage increased female enrollments into the program (such as cleanliness, organization, equipment accessibility, storage, etc.). Supplies and/or resources necessary to bring the Technology and Engineering lab into compliance with the written plan will be purchased. The Safety Plan will be completed prior to December 1, 2004 to ensure the health and safety of all students in the Technology and Engineering Education program. Through the development and implementation of the student safety certificates, improvements will also occur in the curriculum, instructional strategies, activities, and assessments used in the classroom. The Safety Plan will also encourage links to be established with business/industry representatives, health, and safety professionals in the community and with area post-secondary school partners.</p>						

Funding Source	Type of Certificated Program		# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
T & EE	Safety-Career Safe		95	15	5	0
Fiscal Agent	Participating District	Contact Person	Request		Grant	
CESA #5	Fall River	Pam Hilleshiem-Setz	\$5,070		\$1,737	
Project Description				5-99056/R29-3		
<p>This proposal is being submitted to create a model local Safety Plan for the Technology and Engineering Education program. The advice of a safety professional from the field will be consulted to assist with the development of the Safety Plan and a "third party" review will occur. Students will participate in the online OSHA <i>Career Safe</i> test to demonstrate certificate-based competencies. Following the OSHA "Career Safe" program guidelines, a written plan will be completed. As the plan is written special consideration will be given to areas of the lab that can be improved to encourage increased female enrollments into the program (such as cleanliness, organization, equipment accessibility, storage, etc.). Supplies and/or resources necessary to bring the Technology and Engineering lab into compliance with the written plan will be purchased. The Safety Plan will be completed prior to December 1, 2004 to ensure the health and safety of all students in the Technology and Engineering Education program. Through the development and implementation of the student safety certificates, improvements will also occur in the curriculum, instructional strategies, activities, and assessments used in the classroom. The Safety Plan will also encourage links to be established with business/industry representatives, health, and safety professionals in the community and with area post-secondary school partners.</p>						

Funding Source	Type of Certificated Program		# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
T & EE	Safety-Career Safe		101	10	20	0
Fiscal Agent	Participating District	Contact Person	Request		Grant	
CESA #5	Port Edwards	Pam Hilleshiem-Setz	\$5,070		\$1,737	
Project Description			5-990510/R29-3			
<p>This proposal is being submitted to create a model local Safety Plan for the Technology and Engineering Education program. The advice of a safety professional from the field will be consulted to assist with the development of the Safety Plan and a "third party" review will occur. Students will participate in the online OSHA <i>Career Safe</i> test to demonstrate certificate-based competencies. Following the OSHA "Career Safe" program guidelines, a written plan will be completed. As the plan is written special consideration will be given to areas of the lab that can be improved to encourage increased female enrollments into the program (such as cleanliness, organization, equipment accessibility, storage, etc.). Supplies and/or resources necessary to bring the Technology and Engineering lab into compliance with the written plan will be purchased. The Safety Plan will be completed prior to December 1, 2004 to ensure the health and safety of all students in the Technology and Engineering Education program. Through the development and implementation of the student safety certificates, improvements will also occur in the curriculum, instructional strategies, activities, and assessments used in the classroom. The Safety Plan will also encourage links to be established with business/industry representatives, health, and safety professionals in the community and with area post-secondary school partners.</p>						

Funding Source	Type of Certificated Program		# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
T & EE	Safety-Career Safe		124	15	40	0
Fiscal Agent	Participating District	Contact Person	Request		Grant	
CESA #5	Rio	Pam Hillesheim-Setz	\$5,070		\$1,737	
Project Description			5-990512/R29-3			
<p>This proposal is being submitted to create a model local Safety Plan for the Technology and Engineering Education program. The advice of a safety professional from the field will be consulted to assist with the development of the Safety Plan and a "third party" review will occur. Students will participate in the online OSHA <i>Career Safe</i> test to demonstrate certificate based competencies. Following the OSHA "Career Safe" program guidelines, a written plan will be completed. As the plan is written special consideration will be given to areas of the lab that can be improved to encourage increased female enrollments into the program (such as cleanliness, organization, equipment accessibility, storage, etc.). Supplies and/or resources necessary to bring the Technology and Engineering lab into compliance with the written plan will be purchased. The Safety Plan will be completed prior to December 1, 2004 to ensure the health and safety of all students in the Technology and Engineering Education program. Through the development and implementation of the student safety certificates, improvements will also occur in the curriculum, instructional strategies, activities, and assessments used in the classroom. The Safety Plan will also encourage links to be established with business/industry representatives, health, and safety professionals in the community and with area post-secondary school partners.</p>						

Funding Source	Type of Certificated Program		# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
T & EE	Safety-Career Safe (Withdrawn from funding)		100	10	8	0
Fiscal Agent	Participating District	Contact Person	Request		Grant	
CESA #5	Wautoma	Pam Hillesheim-Setz	\$5,070		\$1,737	
Project Description			5-990514/R29-3			
<p>This proposal is being submitted to create a model local Safety Plan for the Technology and Engineering Education program. The advice of a safety professional from the field will be consulted to assist with the development of the Safety Plan and a "third party" review will occur. Students will participate in the online OSHA <i>Career Safe</i> test to demonstrate certificate based competencies. Following the OSHA "Career Safe" program guidelines, a written plan will be completed. As the plan is written special consideration will be given to areas of the lab that can be improved to encourage increased female enrollments into the program (such as cleanliness, organization, equipment accessibility, storage, etc.). Supplies and/or resources necessary to bring the Technology and Engineering lab into compliance with the written plan will be purchased. The Safety Plan will be completed prior to December 1, 2004 to ensure the health and safety of all students in the Technology and Engineering Education program. Through the development and implementation of the student safety certificates, improvements will also occur in the curriculum, instructional strategies, activities, and assessments used in the classroom. The Safety Plan will also encourage links to be established with business/industry representatives, health, and safety professionals in the community and with area post-secondary school partners.</p>						

Funding Source	Type of Certificated Program		# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
T & EE	Safety-Career Safe		200	22	12	0
Fiscal Agent	Participating District	Contact Person	Request		Grant	
CESA #5	Westfield	Pam Hillesheim-Setz	\$5,070		\$1,737	
Project Description				5-990515/R29-3		
<p>This proposal is being submitted to create a model local Safety Plan for the Technology and Engineering Education program. The advice of a safety professional from the field will be consulted to assist with the development of the Safety Plan and a "third party" review will occur. Students will participate in the online OSHA <i>Career Safe</i> test to demonstrate certificate-based competencies. Following the OSHA "Career Safe" program guidelines, a written plan will be completed. As the plan is written special consideration will be given to areas of the lab that can be improved to encourage increased female enrollments into the program (such as cleanliness, organization, equipment accessibility, storage, etc.). Supplies and/or resources necessary to bring the Technology and Engineering lab into compliance with the written plan will be purchased. The Safety Plan will be completed prior to December 1, 2004 to ensure the health and safety of all students in the Technology and Engineering Education program. Through the development and implementation of the student safety certificates, improvements will also occur in the curriculum, instructional strategies, activities, and assessments used in the classroom. The Safety Plan will also encourage links to be established with business/industry representatives, health, and safety professionals in the community and with area post-secondary school partners.</p>						

Funding Source	Type of Certificated Program		# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
T & EE	Safety-Career Safe (Withdrawn from funding)		124	15	40	0
Fiscal Agent	Participating District	Contact Person	Request		Grant	
CESA #5	Wild Rose	Pam Hillesheim-Setz	\$5,070		\$1,737	
Project Description			5-990516/R29-3			
<p>This proposal is being submitted to create a model local Safety Plan for the Technology and Engineering Education program. The advice of a safety professional from the field will be consulted to assist with the development of the Safety Plan and a "third party" review will occur. Students will participate in the online OSHA <i>Career Safe</i> test to demonstrate certificate based competencies. Following the OSHA "Career Safe" program guidelines, a written plan will be completed. As the plan is written special consideration will be given to areas of the lab that can be improved to encourage increased female enrollments into the program (such as cleanliness, organization, equipment accessibility, storage, etc.). Supplies and/or resources necessary to bring the Technology and Engineering lab into compliance with the written plan will be purchased. The Safety Plan will be completed prior to December 1, 2004 to ensure the health and safety of all students in the Technology and Engineering Education program. Through the development and implementation of the student safety certificates, improvements will also occur in the curriculum, instructional strategies, activities, and assessments used in the classroom. The Safety Plan will also encourage links to be established with business/industry representatives, health, and safety professionals in the community and with area post-secondary school partners.</p>						

Funding Source	Type of Certificated Program		# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
T & EE	Safety-Career Safe		20	5	3	0
Fiscal Agent	Participating District	Contact Person	Request		Grant	
Hudson	Hudson	Maria Gjovig	\$7,000		\$3,000	
Project Description				5-26111/R29-5		
Once the Safety-Career Safe project has been approved, a Safety Advisory Committee will be formed. The committee would consist of technology education instructors, administration, grounds and building personnel, students, parents and the Career and Technical Education Coordinator. This committee would review current safety guidelines and set a plan for an independent critique of the facility including a timeline. Depending on the availability of a consulting company to evaluate the classroom and labs, the evaluation would be either during the summer or early in the fall semester. Upon receiving the recommendations for safety improvements, the Safety Advisory Committee would be reconvened to look at the report, costs and funding available, and then recommend a sequence for these improvements. The instructor in the Machining/Metals Classroom and Lab area will be the chairman of the Safety Advisory Committee and the overseer of the project. A procedures manual will be developed to share with other technology instructors in the state. Included in this manual will be a section dealing with Eye Safety which is part of this training/safety program. This manual will be shared with other regional instructors at an area safety workshop once the plan is in progress, either fall or early winter. Student involvement will include a critique of lab and classroom facilities, participation in a OSHA <i>Career Safety</i> Program, and an update of classroom and lab safety manuals.						

Funding Source	Type of Certificated Program		# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
T & EE	PLTW-Digital Elec & Eng/Design		30	8	4	10
Fiscal Agent	Participating District	Contact Person	Request		Grant	
Lake Geneva	Lake Geneva	Mary Kennedy	\$15,820		\$15,820	
Project Description				5-28841/R29-4		
<p>The high school has a very successful Technology Education program. But every program needs to improve and stay current. At the present time, 60% of the school population is taking some coursework in this department. There is a four-year review plan for each department. A key component of <i>PLTW</i> is that key players talk and work together for the common goal of the students. The private sector, colleges, high school departments and engineering mentors are all working for this common goal.</p> <p>PLTW will have teams working together for the pre-engineering program. Not only will electronics and drafting be working together, but by involving math and science departments through in-services, the school district will incorporate activities such as sharing curriculum.</p> <p>Between Drafting and Electronics, there are about 15-20 graduating students each year going into Engineering or some Engineering field such as the Military Academy or Electronics Technicians. One of the measurable goals will be to increase the number of students entering Engineering or related fields by 50%, while increasing female and minority populations by 10%.</p> <p>More specifically, the goal is to modify and improve the implementation of two components of PLTW: 1) Digital Electronics and Engineering and Design to give students knowledge and background information to take and pass the national exam; and 2) to increase non-traditional student participation in technology education courses and to increase awareness of parents, business representatives, and community members of technology education opportunities.</p>						

Funding Source	Type of Certificated Program	Fiscal Agent
T & EE	PLTW-Digital Elec & Eng/Design	Lake Geneva
Project Description <i>continued</i>		5-28841/R29-4
<p>These courses are articulated at Gateway Technical College, and Digital Electronics is part of a 2+2+2 between Badger, Gateway, and Milwaukee School of Engineering. The competencies of the PLTW certification program will be an asset to our students and these two classes. The Digital Electronics and Engineering and Design courses will help in attaining and sustaining several Technology Education standards as well as many Information and Technology Literacy standards. By implementing courses that meet such standards, as well as PLTW standards, the school district will be able to offer students more opportunities to participate in a very challenging academic course meeting high career and technical standards.</p>		
<p>Project Lead the Way in itself, will increase the number of students earning post-secondary credit through Digital Electronics and Drafting, Engineering and Design. This will significantly improve student career possibilities and chances for success at post-secondary institutions because of participation in a real-world design situation and experience post-secondary level courses while in high school. The project also encourages increased student participation in the Wisconsin Employability Skills Certificate program.</p>		
<i>Special Populations:</i>		
<p>Gender equity. Given the opportunity to expand the engineering program will increase the number of females and special population students who can benefit from the experience PLTW offers. The Technology Action Coalition to Kindle Life Long Equity Box Project (TACKLE BOX) of the DPI will be used to implement strategies to assist in increasing the number of female and special population students. Issues associated with social fit, the classroom climate, curriculum and instruction, role model mentors and messages from counselors and other teachers, as well as meeting local, state, and national technology standards will be addressed.</p>		
<p>To encourage non-traditional students to enroll in Technology Education courses, the school district will provide training to the staff during in-service or late-start days. Also, because the Hispanic student population consistently increases, staff is in dire need for bilingual training as well. The school district plans to offer summer and/or after-school opportunities for staff members to engage in learning the Spanish language to increase Hispanic numbers in Technology Education courses.</p>		

Funding Source	Type of Certificated Program		# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
T & EE	PLTW (IED)		60	25	30	5
Fiscal Agent	Participating District	Contact Person	Request		Grant	
Milwaukee	Bradley Tech	Ray Yankus	\$30,000		\$30,000	
Project Description			5-36194/R29-5			
<p>The high school is a specialty school that focuses curriculum on technological literacy and advanced technological and trade industry standards. The school is organized into three technical academies (communications, construction, and manufacturing) each of which is supported by a wide range of post-secondary institutions and business partners. Each academy has an oversight governance committee made up of representatives from the same additional business representatives and two-year/four-year schools. The funding from this project would be used to support the team of teachers that would be trained to deliver the first two courses in <i>PLTW</i>. Each of these teachers will in turn link to teachers in respective departments. In essence, these teachers become lead teachers in implementing integrated/project based curriculum.</p> <p>Engineering concepts, problem-solving, project-based learning is an essential part of all of the technical academies. This training and linking of academic and technical content standards will give all teachers a comprehensive understanding of the technological literacy standards that form the foundation for all advanced studies in technology. It will also foster team teaching and collaborative efforts in the development of high-level classroom activities in math and science. The inclusion of such approaches to teaching and learning will open new doors of opportunities for students at the post-secondary levels.</p> <p>The goal of the program is to give students the opportunities to study, experience and understand core engineering concepts:</p> <p><i>Core concepts include but are not limited to:</i></p> <p>1. The Design Process (Research and Development)</p>						

Funding Source	Type of Certificated Program	Fiscal Agent
T & EE	PLTW (IED)	Milwaukee
Project Description <i>continued</i>		5-36194/R29-5
<ol style="list-style-type: none"> 2. Math, Science, Measurement, and Language Arts Skills 3. Workplace Safety, Health, and Employability Skills 4. Workplace Ethics: Diversity and Harassment 5. Quality Assurance (Maintenance) 6. Blueprint Reading 7. Manufacturing Fundamentals, Processes, and Materials 8. Planning and Scheduling Production Processing and Material Utilization 9. Computer Use 10. Communication Processes (Technical Writing and Reporting) 11. Process Control and Improvement/Time Motion and Cost 12. Purchasing and Resource Identification 13. Computer Control Functions, PLC's, and Automated Manufacturing 14. Packaging 15. Electrical, Electromechanical Fluid Components 16. Environmental Impacts of Manufacturing 		
<p><i>Goal of the grant:</i></p> <p>The goal of this grant request will support the cross curricular training of teachers in the fields of math, science and technology, which should attract a wider diversity of students. In order to reach our goal, the Bradley Tech staff would complete intensive training on a standards-based, nationally-recognized curriculum: *The Design Process; *Manufacturing Fundamentals, Processes, and Materials; *Planning and Scheduling Production Processing and Material Utilization; *Process Control & Improvement/Time, Motion, and Cost;</p>		

Funding Source	Type of Certificated Program	Fiscal Agent
T & EE	PLTW (IED)	Milwaukee
Project Description <i>continued</i>		5-36194/R29-5
<p>*Computer Control Functions, PLC's, Automated Manufacturing; and *Electrical, Electromechanical, Fluid Components</p> <p><i>Key factor in meeting these goals:</i></p> <p>The key factor in enhancing the ability to teach in the above areas is to increase and diversify the student population by developing the manufacturing engineering course as a "flexible classroom" approach to teaching the content. Funding received from this grant would be used to not only meet the goals of the program listed above but also to create workstations for a flexible lab environment that would consist of design, material processing, and testing equipment. As a result of the design and production of these mobile carts, the students would be able to set up the manufacturing facility and produce the product in an environment that replicates current manufacturing industries. At the same time, the equipment used would be smaller, safer, cleaner, and less intimidating to attract non-traditional technology education students into the program.</p> <p>This more "flexible" classroom concept will be used as a model for all academies in the school as well as a possible resource to other schools in the district that do not have technology education facilities or equipment. Not only could students develop the most appropriate industrial layout, but with the flexible system the work stations could easily be transferred to other locations for integrated activities with other disciplines (i.e., Special Education, Middle School Technology Education, etc.). The intent of the "flexible classroom" is also to allow students to transport the industry easily to be used at trade shows, technology education conferences, and other public events to further promote and enhance the importance of teaching a broad-based manufacturing and engineering course.</p> <p><i>Professional staff development:</i></p> <p>Staff development would focus on content specific curriculum in all of the core areas listed above for the first two courses in PLTW. Milwaukee School of Engineering will facilitate the training on the site. Guidance staff will also be inserviced on the program and benefits as it assists in student scheduling and programming.</p>		

Funding Source	Type of Certificated Program	Fiscal Agent
T & EE	PLTW (IED)	Milwaukee
Project Description <i>continued</i>		5-36194/R29-5
<p><i>Assessment/Occupational Training Certificate:</i></p> <p>Upon completion of this program, students will be given the opportunity to take the NOCTI (National Occupational Competency Test) The results of the program could then be used while interviewing for future employment, apprenticeships, and possible advanced standing in post-secondary technical institutes.</p> <p>The high school has a close partnership with several major local companies who are headquartered in Milwaukee. These partners will participate in the implementation and monitoring of the program.</p> <p>Upon completion of this course, students will have a greater understanding of manufacturing related careers and post-secondary education opportunities in manufacturing and business related areas. Partnerships and curricular alignment with local industry and area post-secondary education institutes will support student transition into a variety of technically related post-secondary options upon graduation.</p>		

Funding Source	Type of Certificated Program		# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
T & EE	PLTW (POE & IED)		40	15	10	10
Fiscal Agent	Participating District	Contact Person	Request		Grant	
Oconomowoc	Oconomowoc	Terry Largent	\$17,231		\$17,231	
Project Description				5-40601/R29-5		
<p>This project will involve initiating the PLTW program sequence classes for the 2004-2005 school year with enrollment options for 9-12 students at first. Currently, a Principles of Engineering class is taught within the electronics department, adjustments will be made of infuse the <i>PLTW Principles of Engineering</i> into that existing class to upgrade and add rigor to course. The <i>Introduction to Engineering Design</i> will be operated with recruitment from the drafting curriculum but as a separate course. Both classes will be open to 9-12 students as the program gets introduced and integrated within the technology education program. Other courses will continue to be introduced over the next two years (2005-2006, 2006-2007) and enrollment options will be adjusted as the program matures. Math issues related to the program will need to be examined. WCTC’s employability stand is algebra based and the 2+2+2 program is calculus based.</p> <p>A PLTW high school counselor has been designated to assist other school counselors in the scheduling process of informing and educating students of the opportunities presented with PLTW, work experience options, the impact of transcribed credits, and the 2+2+2 advantage with Milwaukee School of Engineering and Marquette University. The parent program course planning conferences that take place during a student's four high school years will also be a key component for parental information. As counselors become more involved with the program, the school district will see increased enrollments as a result of these efforts. Parent meetings will also be an important necessary component in an effort to better inform the parents of the program goals and activities and relationship to further post-secondary education opportunities and options. PLTW will increase the numbers of students receiving post-secondary credit as a result of transcribed credit agreements with Waukesha County Technical College, Milwaukee School of Engineering, and Marquette University and the 2+2+2 concept. As a result of real world experiences within the PLTW program and Wisconsin</p>						

Funding Source	Type of Certificated Program	Fiscal Agent
T & EE	PLTW (POE & IED)	Oconomowoc
Project Description <i>continued</i>		5-40601/R29-3
<p>Employability Skills Certificate program, students will achieve a higher degree of success at these post-secondary institutions. As a result of this program, students will have a strong foundation upon which to build a career path as education continues beyond high school.</p> <p>Special Populations: Gender Equity. PLTW will increase the numbers of females and special population students who can benefit from this program (traditionally, these ratios have been low (96.9%/3.1%) technology education department). Earlier this fall (the 03-04 school year), a high school counselor was assigned to the PLTW program and that individual has already participated in the Indiana workshop first semester of the 2003-2004 school year. Early in the project, area female engineers and technicians will be identified who can assist with equity outcomes and exposure for students. Many of these individuals can also serve as models and mentors for students. The FIRST ROBOTICS program will also serve as a catalyst to begin this process as that program currently involves approximately 40 math, science, and technology education students in an integrated setting. Also, strategies of the Technology Action Coalition to Kindle Lifelong Equity Box (Tackle Box) Project will be investigated and implemented. The project will also create a model to meet the needs of all students in nontraditional occupations and other special populations in the career and technical education program.</p> <p>SKILLS USA: the student organization will also be integrated into the PLTW program and the technology education department. This component will also provide an opportunity for gender equity and another avenue to attract and recruit young women to technology education. Vocational co-curricular youth groups have a strong track record of success in providing greater opportunities for gender equity. As a start-up youth group, this will require efforts to develop the program (presentations to students and parents) recruitment of students and implementation of the various opportunities related to SkillsUSA.</p> <p>Several engineering competitions are held in the Milwaukee metro area at the Milwaukee School of Engineering and the southeast WI Robotics & Technology Expo involving concept applications for high school students. Another annual event held in the area involves engineering concepts and model bridge building that enhance learning and provide opportunities for students to apply PLTW principles in a competitive situation.</p>		

Funding Source	Type of Certificated Program		# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
T & EE	Safety-Career Safe		20	5	2	0
Fiscal Agent	Participating District	Contact Person	Request		Grant	
Platteville	Platteville	Greg Quam	\$5,000		\$3,500	
Project Description				5-43892/R29-4		
Once the Safety project has been approved, the school district will form a Safety Advisory Committee. The committee would consist of technology education instructors, administration, grounds and building personnel, students, parents, and the Career and Technical Education Coordinator. This committee would review current safety guidelines and set a plan for an independent critique of the facility including a timeline. Depending on the availability of a consulting company, the classroom and labs would be evaluated either in the summer or early in the fall semester. Upon receiving the recommendations for safety improvements, the Safety Advisory Committee would be reconvened to look at the report, costs and funding available, and then recommend a sequence for these improvements. The Career and Technical Education Coordinator will be the chairman of the Safety Advisory Committee and the overseer of the project. A procedures manual will be developed and shared with the other technology instructors. This manual will also be shared with other regional instructors at an area safety workshop once the plan is in progress, either fall or early winter. Student involvement will include a critique of the lab and classroom facilities, along with updating classroom and lab safety manuals. The district will also be implementing the <i>Career Safe</i> program for students.						

Funding Source	Type of Certificated Program	# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
T & EE	PLTW (POE)	24	3	3	10
Fiscal Agent	Participating District	Contact Person	Request	Grant	
Watertown	Watertown	Cindy Sandberg	\$47,400	\$12,000	
Project Description			5-61251/R29-3		
<p>Project Lead the Way will increase the number of students earning post-secondary credit through the Certified Skills Co-op Computer Aided Drafting Program and the Manufacturing Production Assistant Youth Apprenticeship. Students will also have the opportunity for advanced standing credit through Madison Area Technical College. They will also have the ability to apply for transcribed credit through the institutions that PLTW is presently partnering with, i. e., MSOE and UW-Milwaukee. Both of these would significantly improve the student's career possibilities and the success of the student at a post-secondary institution because students will be participating in real work situations and experiencing a post-secondary course while still in high school. The project will also encourage increased student participation in the Co-op or Youth Apprenticeship. The local SkillsUSA organization will be expanded and students will be encouraged to become members as part of this project. This project in engineering is one in which any student would benefit for a future career.</p> <p>Special populations and gender equity: Given the opportunity to expand, the engineering program would increase the number of females and special population students who could benefit from this type of experience. As recommended by the Technology Action Coalition to Kindle Life Long Equity Box Project (TACKLE BOX), through the Wisconsin Department of Public Instruction, strategies will be implemented to increase the number of female and special population students. Issues associated with social fit, the classroom climate, curriculum and instruction, role model mentors and messages from counselors, while meeting local, state, and national technology standards will be addressed. Examples of such strategies, which are also effective for male students include:</p>					

Funding Source	Type of Certificated Program	Fiscal Agent
T & EE	PLTW (POE)	Watertown
Project Description <i>continued</i>		5-61251/R29-3
<ol style="list-style-type: none"> 1. Presentations on PLTW and work-based learning will be made to all eighth through tenth graders at registration meetings by the guidance department and/or the PLTW project instructor. 2. All students interested in this program will be given the opportunity to job shadow arranged through the High School Career Center. 3. Efforts will be made to link up women students with women engineers in the community to act as mentors. 4. Students who complete the skills programs in the Certified Skills Coop or Youth Apprenticeship will be honored at the County Wide Awards Reception held in April in which over 250 students, parents, employers, administrators, and legislators attend every year. 5. Presentations will be made during the school year to both parents and students. 6. Each student will keep a portfolio of all work completed both in hard copy and in electronic format. The electronic form will serve as part of the student's portfolio which could be posted to a website and utilized for further education and jobs. 7. The Engineering and Technology department will also host a PLTW open house at the end of the year highlighting activities completed throughout the year. 8. Students will be encouraged to be part of the local SkillsUSA organization. 		

Funding Source	Type of Certificated Program		# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
T & EE	PLTW (POE)		19	2	3	19
Fiscal Agent	Participating District	Contact Person	Request		Grant	
Waunakee	Waunakee	Debbie Brewster	\$23,782		\$8,500	
Project Description				5-61812/R29-4		
<p>The purpose of this project is to incorporate the principles of the <i>Project Lead the Way</i> (PLTW) curriculum into the Technology and Engineering (TE) Department. This project need has been derived from a department self-study in the 2002-2003 school year with input from parent and community surveys, past and present students, an auditing team of area technology education teachers, and administration.</p> <p>Throughout the department study program evaluation, it was found that students want more options available to them that develop real world, life-long skills. The following quotes are directly from our parent and student evaluations of the existing program:</p> <p>-“Teach more trades (options)...the best option would be machine operation.”</p> <p>-“Hands-on work experience...more detailed studies.”</p> <p>-(We need) a broader range or more relevant range of programs to also benefit those intending to pursue professional degrees in college.”</p> <p>-“More emphasis on computers.”</p> <p>Based on the department study, numerous goals were identified to be accomplished within the next three school years. These goals include:</p> <p>-Implementing and revising 9-12 technology/engineering curriculum to reflect changes,</p> <p>-Reviewing the technology/engineering scope and sequence in cooperation with the technology committee,</p>						

Funding Source	Type of Certificated Program	Fiscal Agent
T & EE	PLTW (POE)	Waunakee
Project Description <i>continued</i>		5-61812/R29-4
<p>-Increasing community awareness and involvement of educational, skill certified co-op and co-curricular programs, -Increasing data-driven and authentic performance assessment to better reach student abilities.</p> <p>PLTW speaks to all of the goals, as well as Carl Perkins Local Project Goals A and B.</p> <p>The Director of Instruction informed the department of concerns from parents and students about the low level of engineering opportunities for students. After documenting the department's 7-12 scope and sequence in 2003-2004, the district realized that there was a clear need for a progressive sequence of engineering knowledge and skills. In response, a curriculum was designed for a team taught Principles of Engineering course that ran for the first time during the 2003-2004 school year. The course is team-taught by a male TE teacher and a female Science teacher. The course, by design, is project-based. In the future, PLTW curriculum will be incorporated into the engineering curriculum. PLTW addresses each of the above concerns raised by parents, students, and administration. This will help the department respond to these requests and in turn meet the three-year goals.</p> <p>The PLTW curriculum will be incorporated into the Principles of Engineering course to continue to generate interest in students this year. The PLTW curricula will be incorporated into the current Principles of Engineering course for the 2004-2005 school year. Alignment of courses with the PLTW curriculum will continue over the next two years. Plans for the following to occur are: CAD courses will be aligned gradually during the 2004-2005 and 2005-2006 school years with Introduction to Engineering, but this cannot take place fully until year two due to district policies. The Basic Metals courses will create interest in engineering and a future interest in a CIM or CNC course within two years. In addition, a Digital Electronics course will be incorporated during the third year of this program development (2006-2007). Continual program evaluation will occur with hopes to incorporate a capstone Engineering Design and Development course in the future.</p> <p>This project is crucial for the department to continue to take the necessary steps required to give students the technological skills needed to cope technology now and in the future. In addition, this program will positively affect TE Department as a whole by</p>		

Funding Source	Type of Certificated Program	Fiscal Agent
T & EE	PLTW (POE)	Waunakee
Project Description <i>continued</i>		5-61812/R29-4
<p>offering students all aspects of engineering education. PLTW gives us the necessary tools to succeed in that journey.</p> <p>The TE department is fully dedicated to supporting progress for students. In addition to curriculum upgrades, students will be provided with more frequent visits to technical schools, colleges, and other career-related conferences such as the UW-Madison Engineering Fair, UW-Platteville Spring Seminar/Engineering Fair, Madison Area Technical College Career Snapshots, and competition in the SkillsUSA/VICA Career Expo. The current “Go Karting Club” will visit and job shadow with professionals, college professors, and students and interact with other high school students to further engineering knowledge. The total estimated monetary need for the entire project is \$8,500.</p>		

Funding Source	Type of Certificated Program		# Students	# Special Pops Students	# NTO	# Post-Secondary Credit
T & EE	PLTW (IED)		25	2	5	0
Fiscal Agent	Participating District	Contact Person	Request		Grant	
Wisconsin Rapids	Wisconsin Rapids	Eric Siler	\$3,020		\$3,020	
Project Description				5-66853/R29-5		
<p>This project would assist in implementation of the first stage of <i>PLTW</i> and improve the CAD programs utilized in the other classes in the Technoogy Education department. The Introduction to Engineering Design course will be offered this fall and is the first course utilizing the Project Lead the Way curriculum. Coordination has occurred with the Kern Foundation and one counselor was trained last fall; the Technology and Engineering Education teacher will be trained this summer; an additional counselor should be trained this fall. The foundation is providing the majority of funding for the AutoDesk lease, but it is the school district’s understanding that the amount available would not provide complete software that all of the departments could use but rather would be limited to the Pre-engineering class(es).</p> <p>This request is to enhance the availability of CAD software for the remainder of course offerings. In addition, funds are being requested for teachers that will be involved with Project Lead the Way professional development funds and substitute teacher funds to attend the WTEA and UW-Stout conference for Technology and Engineering Education teachers.</p>						

